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Building Competencies

December 1958

Journal of the Association for Childhood Education International

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**For Those
Concerned With
Children 2-12
To Stimulate Thinking
Rather Than Advocate
Fixed Practices**

1958-1959
Fundamentals for
Today's Children

Childhood Education

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A Christmas Angel Choir

Courtesy, Nytorps School, Stockholm, Sweden

Not the Three R's Alone

THE TWENTIETH CENTURY HAS WITNESSED TREMENDOUS PROGRESS in helping children to develop the competencies essential to effective living in our complex world. Guiding children effectively depends upon the insight of parents and teachers into children's needs. Pediatricians, psychologists, educators, sociologists and cultural anthropologists have provided a mountain of evidence in defining physical, intellectual and social needs. Each specialist has brought the focus of his discipline to bear on the growth and development of children.

To live well in our society, we recognize how important are the skills of communication—the three R's. Listening, speaking, reading, writing and computing are skills of paramount importance in all human activity. Competency in language controls the child's subsequent learning, his joy and comfort in human relations, even his destiny. The communication arts are both an end and a means of education.

Experience and speech are the keys to communication. And so teachers and parents look to the kind and quality of the child's experience to see how well they meet his need to communicate with others. His experience must provide for his need for self-reliance—to become a person in his own right—always, however, with strong assurance of security rooted in the love of his parents and teacher as he learns the many skills of an independent, reasonably self-sufficient person.

How well the child relates to other persons in his life is determined by his acquisition of the social skill of learning to know and accept other people. Schools and homes recognize that this social skill is acquired only as children work and play together cooperatively in group activities involving the contribution of each to achieve the purposes sought by all. Social skills and techniques are acquired gradually and require much practice. Consideration for others is another social skill learned only in the give-and-take of a dynamic school situation in which the child discovers that every human being is worthy of consideration and that considerate treatment of others is nearly always reflected in the considerate treatment he receives.

Parents and teachers sensitively aware of children's needs now and as mature persons could never limit their concern to the academic skills of the school alone, important as these are. They recognize as well the important personal skills which make a child a self-reliant acceptable person in whom others may safely place their confidence. They recognize as well the important social skills which make him a warm, understanding, accepting person able and willing to make his full and worthy contribution to the welfare and progress of other human beings.—HELEN HEFFERNAN, *Chief, Bureau of Elementary Education, California State Department of Education, Sacramento.*

Problem-Solving

in All Areas of Learning

Problem-solving flourishes in an environment where curiosities are stimulated, where ideas can be tried, where feelings are important, where there is real purpose in learning. Society's need for capable problem-solvers has never been greater.

"STICK! STICK, GLOOMY GLUE," chanted six-year-old Brian as he banged his fist on the paper and sent a spray of sand particles gushing airward. "Oh . . . Miss Doyle . . . no sand on our beach picture. It won't stick—just won't stick. Know why? 'Cause the glue's no good. Gotta have sand. How can we?"

Having noted Brian's laborious efforts in applying glue to the entire surface before sprinkling any sand at all, Miss Doyle questioned, "Why won't glue hold the sand on the paper?"

"I dunno. It's no good." The response came intoned with certainty. "Is it the same bottle you used yesterday to glue the date on the calendar?"

"Uh-huh, but it won't work today—just no good. I'll show you."

Brian oozed the glue out of the tube on to a small corner of the paper, took a big pinch of the fine white sand and sprinkled it with kinesthetic satisfaction. "Ohhh," he drawled in surprise when the grains adhered firmly to their background as he lifted the picture.

"You have glue on the rest of your picture, will sand stick to it?" queried Miss Doyle.

After testing the area with his fingertips, he exclaimed, "It's not sticky. The glue is dry." Then he added with understanding, "A little bit at a time, so the sands get stuck by sticky glue."

A significant problem that arose out of classroom activity was solved. The teacher stimulated Brian's thinking in cause and effect relations. With skillful guidance he was able to form a useful generalization based on his own activity.

Importance of Problem-Solving

Problem-solving has always been important to man. His natural gift of curiosity leads him into its depths as he seeks to understand the scheme of his creation, the offerings of the universe and the purpose of life itself. Through problem-solving, he has gained discoveries, inventions, new frontiers in interpersonal relations and increasing wisdom in the forces which shape more satisfying civilizations. Problem-solution is a measure of his progress through the ages, an expression of his current personal fulfillment, a mark of hope in his future destiny.

Society's need for capable problem-solvers has never been greater. Man's continual probings have led him to a disproportionate state of development. At present, he has technologically reached more than his shifting values and human amenities permit him to apply artfully for the common good. Challenge exists through millions of earthly hungry stomachs as well as through millions of outerspace miles. Harmonizing physical,

CHILDHOOD EDUCATION

psychological and moral interdependence for mutual benefit is more challenging than building atomic stockpiles of false security to combat conflicting ideologies. Today's children are tomorrow's adult problem-solvers. They need to be prepared for their problem inheritance.

Problem-solving holds rich potential for current development. It is a path to effective learning in many areas. It presents opportunities to discover, to consider attitudes, to develop healthy independence, to apply skills and learn new ones, to develop working relations with others.

What Is a Problem?

A problem is a hindrance that blocks an individual's presently-constituted powers to achieve a desired goal. Problems have three essential elements:

- The individual has a goal more or less clearly in mind.
- The individual's path to the goal is blocked in some way.
- Inward tension spurs the individual toward the goal.¹

In the previously cited problem, Brian wants sand on the seascape (goal). Sand will not adhere (block). He feels, "Gotta have sand. How can we?" (inward tension). Thus, he is struggling with a genuine problem.

Problems grow from interaction of an individual with his environment. They grow from the need to know, interest, curiosity about the individual's ever-expanding world. They vary in nature and scope.

Some problems have a single definite answer, such as the story problem in arithmetic or the capital of Alabama. On the other hand, many problems have

Alma Bingham is assistant professor, Portland State College, Oregon.

no one correct answer. How to make the newcomer feel comfortable or how to spend the \$5 received from the PTA exemplifies a more fluid type of problem.

What, then, is problem-solving? Problem-solving is the process of overcoming difficulties encountered in the attainment of an objective. Problem-solving seeks to release tension. It is an ability developed through experience. It takes time, effort, energy and practice. Being a multiphasic operation, it combines reflective thinking and synchronization of the intellect, emotions and action. It involves needs, purposes, values, beliefs, skills, habits and attitudes.

Problem-Solving—A Process

Problem-solving is a comprehensive process. No single process leads to effective solution for all problem-solvers. However, there are some components of the problem-solving process which should be understood by problem-solvers:

- Identifying, clarifying the problem
- Seeking and organizing data
- Discovering, evaluating solutions
- Putting the selected solution into action

Occurrence of some problems is sudden and unmistakable. Others emerge from normal currents of thought and living. Still others emanate from especially perplexing situations or feelings and demand a period of seeking to be brought to the surface. The exact nature and scope of a problem are often not discernible at the outset. Clarifying the problem abets data gathering.

Search for data is focused by the kind of help needed and available resources

¹ Bingham, Alma. *Improving Children's Facility in Problem Solving* (New York: Bureau of Publications, Teachers College, Columbia University, 1958).

in relation to the kernel of the problem. It is wise to encourage children to use a variety of resources during information-seeking period. Amassed data are raw materials which must be sifted and refined. The most crucial aspect of organizing data lies in relating the ideas. Ideas must be blended creatively to discover inferences and determine significance. New awarenesses and relationships may point to tentative solutions.

Discovering a variety of solutions may lead to an ultimately superior one. All plausible solutions should be evaluated critically. Their inherent implications and possible effects must be viewed. Personal biases must be taken into account.

Fruits of problem-solving are not attained until the solution is put into action. Problem-solvers should experience results in feeling accomplishment, in observing changes in routine or attitude, in recognizing increased ability to perform.

To continue to guide children in problem-solution without periodically evaluating the process denies them an important experience. "How did we arrive at this solution?" and "How might we do it differently with a similar problem?" stimulate analysis of the steps undertaken.

Guideposts

Cultivate an environment conducive to problem-solving.

An atmosphere which is friendly, security providing and facilitates mutual adjustment of individuals gives space to grow. A child must feel free to explore, experiment, manipulate, explain ideas, test abilities. He must feel comfortable in failing, reassessing and trying again. He must feel secure in developing questioning powers. His wonderings are often

betrayed by questions and comments: "If Mt. Everest is closer to the sun than we are, how come it has snow all the time?" "We ought to see if a spinning wheel really can make cloth."

Stars and space, wheels and water, flowers and foliage, insects and animals, springs and gears fill the child's world. Materials of his world excite his senses, provoke his curiosity, puzzle him, comfort him. The child who is allowed to bring his world into the classroom brings problems along with it.

Problem-solving flourishes in an environment where curiosities are stimulated, where ideas can be tried, where feelings are important, where there is real purpose in learning. What does the classroom environment invite the child to do? What does it invite him to become?

Determine the suitability of the problem.

Problems should be vital, meaningful and embody real purpose for the group. Some problems arise naturally. Activity of a bee absorbs the attention of a second-grade group until questions resound: "Why is he rubbing his legs together?" "How do bees make honey?" "Will he sting me?" An undying eagerness to know spurs a science unit laden with problems to solve. Some problems are teacher introduced: "What questions can we ask on our field trip that will help us in our lumber study?" Other problems are child introduced: "My mother says our school grounds aren't healthful. We should do something."

In judging suitability the teacher might ask himself: "In what areas can this problem make a genuine contribution to children's growth?" "Is this problem within the interest range of the group?" "Is it within the realm of hopeful achievement for children?"

Let children solve the problem.

A distinction needs to be made between solving problems *with* children and solving problems *for* children. Compare the following illustrations. *The first group is condensing a story for dramatic presentation:*

"How can we make a short story from a long story?"

"What shall we leave out?"

"Are there some parts you really need?" queries the teacher.

The children begin to list needed episodes giving reasons why each one is vital. The group reviews the suggestions and decides the drama would be complete if the episodes were portrayed. "Can any be left out and still make a good play?" asks the teacher. Hot debate ensues, but the group concludes three incidents could be left out without sacrificing coherence.

"Are there some parts you really want in?" questions the teacher. The group includes an unlisted incident because it is "so funny" and reinstates a previously discussed episode because it makes a character seem "more real."

"How can you tell what to leave out?" the teacher probes.

"You can leave out what the audience doesn't need to follow the action. Leave in what the audience will like real well," summarizes a vivacious nine-year-old.

The second group meets a problem in carrying out a committee responsibility as part of a social studies unit on early explorers of America:

"Do we do Hudson?" asks a child in the English explorer group.

"Yes, he's English," responds a committee member.

"I know, but he sailed under the Dutch flag," persists the first child.

As the entire committee is considering the significance of this last remark, the teacher who has overheard the conversation advises, "You don't need to include Hudson in your report."

Which teacher functions as a guide, helping the group to draw on its own resources and come to its own decisions?

Encourage critical thinking.

Determining bases for judgments, inviting contributors to give support for stated conclusions, analyzing attitudes, and reviewing interrelationships of ideas promote critical thinking. Thought processes are stimulated by guidance: "How will this help us with . . .?" "Why do you need to consider that?" "Does this suggestion mean that any of our other ideas should be dropped?" "Maybe we should compare these two ideas." "Would you explain how the idea is related to our difficulty?"

Recognize potential for personal development and building competencies.

Problem-solving provides opportunities to learn to work with many kinds of people. The three R's are necessary vehicles for the solution of many difficulties. Imagine the efforts of fifth graders helping the Red Cross in a fund-raising drive.

A straw sculpture diorama portraying services of the Red Cross during a flood was constructed for display at school and in merchants' windows. Arithmetical skills were used in measuring, figuring proportion, applying the four fundamental processes and developing time concepts in relation to the exhibit schedule. Reading was used in research-type activities to find out the kinds of help given by the Red Cross, to explore issues

and concepts raised through considering these aspects of Red Cross work. Both oral and written communication were widely used. They were employed in planning steps of the project, in writing captions and short paragraphs, in requesting permission to display the product in business establishments, in keeping records, in explaining the project to other rooms and the PTA. Art played a major role: designing, painting, sculpturing and lettering. In the social studies area children increased their understanding of man's interdependence and of nature's influence on man's ways. Questions injected science and health: "How do they pump the water out?" "How do sand bags prevent a flood?" "Why are they afraid of disease from a flood?"

Decision-making, recognizing sub-problems, experience in teamwork all stimulated personal growth. In addition to developing important abilities, the group experienced satisfaction in helping achieve a community goal.

Wise Use of Potential

The scope and tempo of classroom living demands problem-solving that can be done by children. The challenge and the growth-promoting potential in problem-solving are limitless. Teachers are demonstrating increasing wisdom in using this challenge and in building children's powers which will enable them to bring greater significance to the current scene and travel the arc of the future with hope and confidence.



TIME FOR EVERYTHING

Take time to work—it is the price of success.
Take time to think—it is the source of power.
Take time to play—it is the secret of perpetual youth.
Take time to read—it is the fountain of wisdom.
Take time to be friendly—it is the road to happiness.
Take time to dream—it is hitching your wagon to a star.
Take time to love and be loved—it is the privilege of the gods.
Take time to look around—it is too short a day to be selfish.
Take time to laugh—it is the music of the soul.

—Old English Prayer

How Fundamental Are the Language Arts?

Can reading, writing and figuring be the only fundamentals for living in the space age? Helen K. Mackintosh expresses a viewpoint basic to living today. She is Chief, Elementary Schools Section, Office of Education, Department of Health, Education and Welfare, Washington, D. C.

"BACK TO THE FUNDAMENTALS" IS AN over-worked slogan in many communities today. It is based on the mistaken idea that because some children cannot spell, write, speak and read as well as parents themselves believe they could achieve at a similar age, schools are failing to do their job. The language arts are so fundamental to all the work of the school that it is necessary to point out that the over-emphasis on skill at the expense of meaning is a greater danger to children's success than any other thing that can happen to them today. Both have a place in today's world.

Let's take a look at fundamentals.

In colonial days the Dame School, held in a busy housewife's kitchen, gave children the rudiments of reading, writing and figuring. These were the skills that were important and needed by children and people in general in the life of a young country. As time went on these skills became the basis of an educational program to which other subjects were added as they were needed. Now, more than two hundred years later, some people look through rose-colored glasses and refer to those good old days when children got a solid education in the fundamentals. And these learnings were fundamental in that day and age. Ability

to read, write and figure is not enough for any child living in the space age.

For a long period of time, schools, teachers and teachers of teachers drew hard and fast lines between subjects of the curriculum which were labeled spelling, handwriting, reading, literature, and oral and written expression. During the 1920's teachers began to recognize the hook-and-eye relationship between oral and written expression and the interlocking of spelling and handwriting with children's factual and creative writing. As a result they placed these subjects in sequence in their daily schedules. Then, probably because children used reading and literature as a source of ideas for speaking and writing, these areas were added to make a subject area called "English." But as many new means of communication developed that involved seeing, hearing and listening, especially listening—it became the new ingredient. Now the term "language arts" is used to describe courses or guides to curriculum building in the whole broad field of communication as children develop skill in acquiring and expressing ideas. Because learning is no longer a matter of memorizing facts but is instead a problem of teaching children to listen, to speak, to read and to write clearly and correctly, these skills of communication

are major goals for the total school program and for each school day.

Until approximately ten years ago, "listening" as a skill was neglected by all except a few research workers. It was taken for granted that if children were looking at the teacher they were listening. The teacher expected that children would soak up information, directions and correct usage by ear. But listening is not something to be taken for granted. Good listening habits must be recognized, cultivated and practiced.

Give language arts its proper place.

Today those who work with children have recognized increasingly that writing *spelling* words without attention to quality of handwriting or to word meaning has little value. Oral spelling has even less value since a person seldom if ever needs to spell aloud except as some member of the family may ask, for example, "How do you spell 'geophysical'?" Similarly in *handwriting*, if emphasis is largely upon beautiful writing following a definite pattern, children and teacher both lose sight of the important element in the situation—legibility.

Even today for some persons *reading* is synonymous with being able to pronounce words. But reading is far more than that! Basically it involves the ability to recognize words individually and in groups and to attach meaning to them for purposes that children recognize as valuable. There are hundreds of reading skills big and important and also ones that are minute but crucial when needed. Over and beyond comprehension, children must have skills in locating information, in organizing material, in taking notes, in converting notes back into connected talk or writing, in outlining, in recognizing sources of information on any problem, and in developing ways of recalling or memorizing those facts and

principles so important that the individual should always be ready with them.

Correct and effective *expression of ideas orally* depends not only upon the teacher but also upon the way adults in the child's environment use language. Research shows that children speak about as well as the adults with whom they associate. *Writing* ideas on paper is a somewhat different situation. Whether or not parents ever engage in writing may make some difference in the importance which children attach to putting pencil to paper or fingers to typewriter. The act of putting down thoughts on paper is perhaps the most difficult of the language arts skills since the average human being shies away from revealing himself to other people. Unless he does just that, writing is apt to be without value. The encouragement to write, given by an adult, by children in his own group or by a parent is essential to a child who is trying to express ideas creatively in writing.

Teachers and others must assess the relative emphasis on listening, speaking, reading and writing. Today's world is one in which ability to listen to radio, T.V., record player, tape recorder or talking movie and then to interpret and evaluate what has been heard are of the utmost importance to a citizen who needs to understand and to participate in local, state, national and international affairs. Speaking is of great importance because a person's speech immediately reveals his level of culture and education. Effectively used, speech is an asset to every individual personally, professionally and socially. Reading remains the most widely used medium for acquiring ideas, although the complete reading of an entire book becomes more and more a lost art for the average individual. The small amount of writing which most persons do would seem to give it less im-

portance; but since letters, for example, speak for the writer, they are crucial in securing a position or in convincing others of a point of view.

If a child has acquired a sufficient number of language arts skills that function well he can listen or read for his own pleasure and can speak, read and write in order to give pleasure to others.

Get a bird's-eye view of your place in the program.

Children coming to school for the first time bring with them some built-in habits of listening and speaking that may be good or bad. These the teacher accepts, then sets himself the job of modifying, re-teaching, further developing and refining as the child moves through the school. The teacher-learning situation should always be one in which children are partners with the teacher in selecting activities and in evaluating results.

Reading is the part of the school program where the teacher supposedly has an opportunity to start with the children from the beginning. In this debatable area of the school program, the teacher needs to look objectively and critically at his methods of teaching. He should be able to justify his work in terms of principles rather than opinions. The December 1949 issue of CHILDHOOD EDUCATION, "Using What We Know about Children in the Teaching of Reading," is still essentially sound in its point of view and in the practical suggestions offered to teachers by their fellow teachers.

Writing is the most difficult of the language arts, since it not only involves ideas but particular skills in finding the right word, being able to spell it and to write legibly—all in one operation. Teachers need only to try their hands at some of their own assignments to realize what a difficult job children often have in getting ideas down on paper.

Principles that operate in all of these learnings are familiar ones: (1) knowing the abilities, needs, and interests of each child; (2) knowing ways of determining when the child is ready to learn; (3) knowing the developmental sequence of skills which a child should acquire and (4) guiding children to use content that is meaningful and important to them. Today's curriculum guides provide these types of help. The teacher's problem is frequently one of translating the suggestions in print into classroom practices.

Find a springboard for your teaching.

Children should have a rich and varied diet of experiences through which learning takes place. Look at listening, for example. In a child's first days in school his kindergarten or first-grade teacher must depend on oral directions to communicate with the group. He will ask children to listen, but he will repeat. As children move along in school one suggestion is that verbal directions be given once only. When children know this is the accepted procedure, they will cultivate the habit of listening.

When the teacher of young children plays a record or plays the piano so that children may respond to the rhythm, he asks them to listen in order to decide whether the music is loud or soft, fast or slow, or whether the tone is high or low. In beginning reading children are asked to listen and then to stand, clap or use some other body movement when they hear the one word in a list of five or six that does not belong.

Children both young and older are intrigued by the opportunity of hearing their own voices recorded on tape. For primary children it may be an informal conversation with the teacher, a short poem that the child has learned or a story that three or four children have prepared together. As the individual and

the group hear the tape played back, they evaluate their spoken words for enunciation, for ideas, for effectiveness of speaking. Older boys and girls may record a discussion of a problem or of a book, may make individual oral reports, or may present an informal dramatization or engage in some other similar activity. Children will be looking first of all at the effectiveness of the presentation as they listen to the playback. They will detect the spots where each individual needs to improve as they listen for such a purpose.

Elizabeth J. Drake and Jessie V. Enevoldsen¹ emphasize the importance of listening in the improvement of language usage. One specific illustration they mention, which more teachers should know about, is the mechanical teaching aid, Telezonia, which, with the Tele-Trainer, is furnished gratis by the Bell Telephone Company. It is available on request, but arrangements need to be made in advance. The authors comment that this device motivates correct speech habits in telephoning because children can listen to themselves speaking.

For individual pupils who have serious problems in speech, listening is of even greater importance than to the average person. Some pupils who have this problem may need their own reel of tape on which they make a recording at intervals and listen to the earlier recordings whenever a new entry is added. Genuine improvement often takes place when a child can listen to his own progress.

Listening then must be purposeful, must be cultivated as a useful habit beginning with young children. It calls for skillful guidance on the part of the teacher and requires evidence in some concrete form that the child has been

listening. It might well be an area in which the teacher asks cooperation of parents in supplying illustrations of situations in which children at home are applying what they have learned about this relatively recently recognized skill.

Another example of language arts in action is dramatics. When this word is used in curriculum guides teachers commonly think of dramatic play. If children's experiences are limited to these aspects, they will miss opportunities to use the language arts in relation to the total school program. Dramatic play is the beginning for many children when, in a kindergarten or first-grade room, there is a playhouse which invites boys and girls to be themselves. Simple fist puppets in the form of a monkey, a kitten, a bear may help the child who is shy to forget himself as he impersonates the character he is manipulating. Easy-to-make paper bag puppets are often the work of second- and third-grade children, as are hand-drawn puppet figures fastened to a stick. Older boys and girls make marionettes to represent historical characters or characters from a book of fiction.

Impersonation of a character is not limited to experiences with puppets. Children in the later primary group may impersonate the milkman, the fireman, the policeman and other recognizable figures. As children in the group try to guess who, the child answers with "Yes" or "No" or with a clue to his identity. Pantomime is a further extension of impersonation, with several characters taking part in a *situation* which children, who are the audience, must figure out. Shadow plays vary the pantomime, since they call for more planning and experimentation, as older children try this less-used form of dramatics.

The peep show, the movie on a roll, simulated or real radio or T.V. broad-

¹ Drake, Elizabeth J. and Enevoldsen, Jessie V. "Solving the Problem of Correct Usage." *Elementary English*, Vol. 35, No. 2, Feb. 1958, pp 101-103.

casts call for planning and discussion with both younger and older children. Younger children may use a story that has several characters and a good deal of conversation for dramatic reading. One child reads the narrative parts. Each character picks up his cue so that the reading is continuous. Older children may read the parts in a play informally. Only occasionally will they want to present a play that someone else has written. They may study such a play to see how the writing differs from a connected story, but they will get most value from informal dramatizations or from writing their own plays. A portable theater for puppets or a simulated doorway on rollers with curtains that pull can motivate dramatics.

All such experiences as those described provide opportunities to listen, speak, read and write with much greater motivation than if topics are assigned or a textbook is followed page by page.

Take stock of progress.

It is important that children and teacher evaluate their work each day, possibly throughout the day and certainly at the end of the day. Children need to know what they have done well, where they need to improve, what are the next jobs and how they may best plan their

work with skillful guidance of the teacher. It is entirely possible that one of the reasons why the public questions teaching of the fundamentals lies in the fact that when these are taught in a language arts setting, children do not identify them by the labels that are familiar to their parents. Today an increasing number of teachers, especially in the early elementary grades, discuss with children before they leave for the day: "What did we read? What words did we learn to spell? What are *you* as an individual doing to improve your handwriting?" Sometimes a one-page duplicated sheet goes home each week to tell parents about the problems children are working on as individuals and as a group. Reports of children's improvement and successes are always helpful to parents.

The Fundamentals Again

The language arts are fundamental to learning. Every school day calls for the use of the skills included in this subject matter grouping as the common carrier for learning in all subject matter fields. The effectiveness with which these skills are taught depends upon the ingenuity of the teacher and the extent to which he helps children listen, speak, read and write in situations meaningful to them.



GETTING TO KNOW ME? THEN LET ME GROW ROOTS, BUT GIVE ME THE SKY.

Show me the infinite, but quest me with "Why?"

Toss high the laughter, but deal lightly with woe,

Imbue me with beauty this wide world to know.

Please, cherish my dreams and leave room for the growing.

Then time and a world will be mine for the knowing.

—By LORRENE LOVE ORT, Professor of Education, Bowling Green
State University, Ohio

Expanding Horizons in Building Mathematical Competency

Understanding and power for "mathematicking" begin with young children, but do not terminate there. For the teacher, there is the thrill of recapturing the spirit of inquiry, of curiosity, of discovery and of continuous learning.

ONE OF THE EARLIEST LAWS PERTAINING to education in our country was the Massachusetts Law of 1642 which ordered that all children should be taught to read. The purpose of learning to read printed word symbols was similar to the purpose of learning to "cipher" which came into the educational scene at a later date. The main goals—"circumventing Ye Old Devil, Satan," and "ciphering" to insure numerical accuracy—were simple compared with goals for education today. As the population of the world increased, problems increased not only in number but also in complexity. Similarly, the need for competency in mathematics increased in complexity but in greater proportion than in some other subject areas. Perhaps it is logical to say that the need for mathematical competency today is increasing in geometric rather than in arithmetic progression!

Need for Mathematical Competency Today

Let us look at the need for mathematical competency for today. Machines can, to a great extent, replace the "ciphering" and the "errand boy" variety of mathematics. But machines cannot replace the mathematics that depends upon the ability to think and to make decisions. The computational feats achieved through "feeding-in" and "pulling-out" compu-

tations that are absolute, unbelievably rapid, and to the *n*th place to the right of the decimal point numerically accurate are a great mechanical contribution. But only human minds behind the machines can achieve the operational mathematics that turns the wheels of fate and determines behavior.

Competency in mathematics for today asks that the learner achieve efficient and intelligent concepts of quantity and of quantitative relationships concerning *size, order, position and amount*. Sharp formulation of problems, efficient processes for solutions, ability to test and to apply concepts, and interpretation of the quantitative aspects of experiencing are the mathematical meat for producing competency. *How much, how many, how large, how small, where, when; the what to measure, the how to measure and the why of measuring* are all part of the program.

Even our youngest mathematician must be able to penetrate beyond the stereotyped grocery store variety of problems and memorized number facts. And in the penetration we find high dividends for, actually, numerical computation is the "infant" that is born out of the marriage of understanding concepts of mathematics and scientific approaches to mastery of concepts and of skills. With such birth, number work is freighted

with meaning; and the learner's mastery is achieved through tremendous reduction of time, energy and drudgery.

Mathematicking

In the *Eighteenth Yearbook* of the National Council of Teachers of Mathematics, we find the recommendation for teaching mathematics "... as though the word were a transitive, active verb. . ." The assertion is made that, "if students are going to 'mathematick' they will need to be given something to 'mathematick' about."¹

The term *mathematicking* even more aptly describes an active process, and it has onomatopoeic qualities that should facilitate the verb function. The "tick-ing" appears to be inherent, but let us nor err in thinking that it needs no facilitation or direction. One of the greatest arts of teaching is fanning the flame of curiosity so that the insatiable quest is ever growing, stirring coals to light new interests, and stimulating efficient, scientific processes for discovery and mastery of mathematical concepts and skills. Such education comes about through real teaching; it is not just fortuitously produced, although some learning develops that way.

Extend a Helping Hand to the Teacher

Basic to the growth of competency of learners is growth of competency of teachers. How often we hear comments concerning how unprepared teachers are to meet the challenge of teaching mathematics! Frequently the blame for this is placed upon our colleges. Without doubt, there is much progress that should and will be made in the college program. But the teacher in the field needs a helping hand.

¹ National Council of Teachers of Mathematics, *Eighteenth Yearbook, Multi-Sensory Aids in the Teaching of Mathematics*, page 2 (New York: Bureau of Publications, Teachers College, Columbia University, 1945).

Marguerite Brydegaard is associate editor of "The Arithmetic Teacher" and associate professor of education, San Diego State College, Calif.

The teacher's need for knowledge has grown in direct proportion to the needs for mathematical competency of students. The background to meet the needs will come neither through the wheels of chance nor through injunctions. A realistic point of view leads us to consider that all teachers have limited backgrounds and that all teachers have capacity for growth. These qualities are a matter of degree. The real hope for progress lies in releasing the teacher as we would release the learner—releasing him to grow in power through desire, willingness and energy to gain knowledge of the *subject* of mathematics and of the *how* to teach it. This demands the teacher's inner confidence that administrators, supervisors and all other "top-flighters" believe in him and will help him build not only the spirit for mathematicking but also the background for teaching.

This adventure leads far beyond the horizon of any course built chiefly upon "book learning." Its prerequisite is an enlightened viewpoint. What it is and how to produce it must be identified and interpreted. Through "action research" or through other varieties of action, there is need to build the following understandings and appreciations with teachers:

- (1) *understanding* the basic ideas and concepts that underlie mathematics in the elementary school;
- (2) *identifying* the number facts and skills that should grow out of the concepts and be mastered;
- (3) *expanding* the how to teach that releases within the learner the power to mathematick, the will to act, and an insatiable quest for learning;

(4) *evaluating* the process and product of mathematicking;

(5) *appreciating* and reaching so that power is generated to move continuously to higher level of mathematical understanding.

The invitation of this type of helping hand pays high dividends for college students as well as for teachers in the field. And the dividends accumulate in a pattern that reflects the needs for growth in mathematical competency; i.e., in a relationship that is likely more geometric than arithmetic!

The Youngest Mathematician

Every learner is a mathematician of some degree, and educators are quite aware that degrees vary extensively. But when the mathematical climate is rich, even the learners of lesser degrees often blossom, flourish and illustrate the significance of the expression, "Great oaks from little acorns grow." When the stage is set for the learner's discovering, testing and applying ideas of mathematics, the simple, direct, elemental and creative power of youth leads to high levels of competency.

In the situation in kindergarten discussed below, the mathematicking was operating as described in the preceding paragraph.² The concepts of quantitative relationships were being identified and analyzed; and the teacher knew when to listen, when to question, when to stimulate on-goingness, when to have a pause for capturing ideas. In one activity of the program, boards with holes drilled in geometric shapes were provided for the children. The children placed pegs in the holes and outlined the figures with colored string. The interest in discussing the shape of things and the way that

shapes could be divided or arranged into other shapes were part of the activity one day. Simple configurations such as triangles, squares, circles, etc., were discovered in the classroom, at home and on the trip to the zoo. In fact, teachers and pupils were united in finding their world of shape and size more exciting through the activity. The two following situations were typical of the nature of learning:

Bill had selected a form and had put pegs in and string around thirteen holes defining the circular form. There was a hole in the center, and Bill used his thumb and a finger and moved from the center to one hole, and then to another hole from the center, etc., to see if the distance from the center to the various holes were constant; i.e., to see if radii were constant. An observer could not miss the point of this young mathematician! The teacher raised a question concerning whether the string could be put across the circle to divide the circle into halves. Again, insight on the part of our young mathematician was indicated when he replied, "It would work if we drilled a hole right here. [He pointed.] Then there would be 14 holes."

Mary had developed a rectangular pattern that was not a square. When asked, "Is it a square?" she replied, "No! It's a bed! But it has square corners." The awareness of rectangular form and of the nature of the corners was typical of the responses from these kindergarteners.

This type of mathematicking is quite far removed from number work as *the program*. Number facts, counting, adding, subtracting, multiplying and dividing were much in evidence because they were important; but so much meaning

² Kindergarten supervising teacher was Martha Kirchmann, Naranca School, El Cajon, California. The form boards were designed and developed by the supervising teacher and the college supervisor, Marguerite Brydegaard.

was read into them that competency with them operated at a high level.

These illustrations are typical of the kind of thinking of our youngest mathematician in the educational ladder.

Intermediate Grade Level

Sometimes our older mathematician has been undernourished with pages of problems that do not seem to have much relationship to him. Jim who runs errands to the grocery store and Mr. Jones who builds a barn may be described and illustrated in the book, but their problems may be far removed from making real sense to a group of learners. Often the first step toward recapturing the spirit of discovery, of inquiry, of understanding, of real mathematicing is to put the book aside for awhile and explore the *how* and the *why* of quantitative relationships. "What do you really know about our decimal number system? How does it work? Do all number systems use a zero? How is zero used in measuring time and space?" Questions such as these illustrate ideas that may start a stream of mathematicing that helps put the "tick" back in its elemental position.

In a sixth-grade room, the children discovered basic concepts of the decimal system of notation that included meanings of the decimal point and of the extension of decimal integers into decimal fractions. They had sharpened meanings, too, of the basic relationship concerning inverse proportion as it operates in division relationships. For example, a field trip led to their wondering how long the trip would take. And through the teacher's guiding insight the children were stimulated to sense, to discover and to apply ideas of speed-distance-time relationships. What distance were they to travel? How fast does the bus go? They sensed and expressed the idea that when

the distance is constant, the time that it would take to make the trip would vary inversely with the speed of travel. In their own words, they stated that when distance was constant, time and speed varied in opposite ways; when you *increase* speed, you *decrease* time, and as you *decrease* speed, you *increase* time.

The teacher helped the children interpret the ideas in many settings before he led them to discover and interpret the very same ideas in their setting involving numerical computation with division of common fractions and division of decimal fractions. When the children came to examples such as 48 divided by .12, they "just knew" the answer because . . . and their level of competency was surprisingly high. With the given group, analysis of their first written lesson of 20 examples revealed that not a single error was made in terms of their interpretation of division-dividend-quotient relationships or of the decimal point. And the group was not a group that tested above average on standardized tests of mathematics! The competency existed because the work with numerical computation grew out of basic understandings of the key concepts that underlie it. This is the type of thing that above-average teachers find to be true as a general and not as an exceptional thing.

Expanding Horizons for Teachers and for Learners

A program based upon expanding horizons in mathematical competency has inviting potentialities. For the teacher, there is the thrill of recapturing the spirit of inquiry, of curiosity, of discovery and of continuous learning. The new and expanding horizons lead to applications that have no terminal point. They are akin to the decimal system with which we can continue to express a number value greater or smaller than any prece-

ing one we name. And, for the learner, the dividends may be in direct proportion to those of his teacher! He finds deep-rooted satisfaction and real understanding as we hear in expressions such as these:

... "I see something that is always true. . . ."

... "Look! The idea of position in a number is like the idea of position of letters in a word."

... "Man showed real genius when he invented zero."

... "I see how this works. The quo-

tient must be larger than the dividend because. . . ."

The teacher realizes that he and his learners are masters of ideas that lead to understanding and to power with mathematicking. He is assured that he is having his small part in building one of the most important things in our democracy—a type of thinking that challenges intelligent behavior. Moving forward together, teachers and pupils find expanding horizons in building mathematical competency.

WHEN I GROW UP

Scientist, Stewardess, and Ball Players

Are nice things to be,

But I want to be a Teacher

That's the job for me.

I don't want to be a

Scientist, Stewardess, or Engineer,

I want to be a Teacher

Who is patient and sincere.

Teaching can be fun

Like teaching children to dance

Education gives children an opportunity

And lets them have a chance.

I want to teach children to

Read, play and sing

I want them to do

Many different things.

That's what I want to be

When I grow up.

—By JANICE THOMAS, Age 11, Oakland, California

The Geometry of Christmas Ornaments

Robin T. E. Briscoe, curriculum consultant, Marin County Schools, San Rafael, California, suggests unlimited possibilities for interesting children in the beginnings of geometry. The experiments with cutting shapes at Christmas time described in this article were successfully carried out with children in grades two through six.

MANY OF US IN THE ELEMENTARY school spend the majority of the mathematics time in developing the four basic processes of arithmetic. Although most of the texts include lessons devoted to measuring, shapes and simple fractions, it has often been difficult for us to fit these lessons into our programs. More and more, however, teachers are feeling the responsibility to contribute to a broader base of sound thinking in children. We know they need a good basis for the scientific approach to problem-solving. Furthermore, we are told that mathematics, not just arithmetic, provides an excellent opportunity for developing scientific thinking and that

many of us already are teaching some fundamental mathematics, although we may not be calling it by this name. We have been giving some attention to teaching relationships, shapes, measuring and fractions.

We can see, for example, that learning about basic shapes such as circles and triangles is mathematical learning. This is basic geometry. We not only can learn about the shapes, but about their relationships to each other and our own relationship to space and to shapes around us. Although many of us associate geometry with our own high school experiences of meaningless memorization of theorems and propositions, it does not need to be so.

Through the work of Jean Piaget, the Swiss psychologist, and authorities in other fields, it is becoming clear that in order to develop sound thinking and approaches to solving problems, people need to see and understand their own relationships to the world around them. Relationships must be taught and learned before processes. Understandings about relationships should be begun at an early age as a basis for later learning of the processes and, even more importantly, to provide the learner with concepts with which to think.



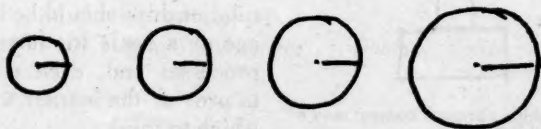
Developing relationships through comparison of self with a block building

Learning geometry and about geometry can contribute several important aspects of this basic development. The learner can

- begin to see space as something he can understand, use, control and manipulate to his own advantage;
- learn the names and identifying properties of basic shapes and their relationships to space;
- learn how shapes are useful to mankind (for example, in constructing buildings and bridges);
- learn to produce shapes with their specific properties for his own use and pleasure.

We can readily see the need for teaching mathematical concepts. It is not difficult to see the values of basic geometry. But why choose the holiday season, the busiest time of the year, to begin such an important project? One answer is this:

nical words to their vocabularies. Making circles, each with a slightly larger diameter, can lead to a number of ornaments. Put them on a meat skewer or a piece of doweling, curl the edges of the paper circles, and little Christmas trees can be made for markers or decorations.



making ornaments is a good way to begin developing geometric concepts.

For example, simple circles can be used for ornaments. They can be decorated on both sides and striped with glitter or paint. As children make circles of all sizes and use them in different ways, the teacher can help them derive the properties of a circle. Children can become more aware of the many uses of circles in their lives. Wheels and gears can prove particularly fascinating in a situation where simple experimentation is encouraged.

One type of simple experimentation that can help develop concepts is making circles by using a pin, string of different lengths and a pencil. Children enjoy experimenting. If you work with a group of ten to fifteen children at a time they can share their own experiences. Using simple equipment they can discover that as a circle gets larger the string they need will be longer or that as the radius increases the circle gets larger. They can also learn the terms "radius" and "diameter" and enjoy the addition of such tech-

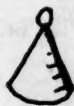
Another opportunity for discovery can be fun when a group of children sit down with the teacher to see what shapes come from circles and what ornaments can be made from these shapes.

One group of children became fascinated with spirals cut from their circles.



Another shape derived from a circle is a cone. Cut along the radius of a circle to the center, overlap the edges as much as desired and you will have formed a cone. Children can discover that if they want tall cones they need to make big

circles by increasing the radius. They can discover when half circles produce a cone of the desired shape.

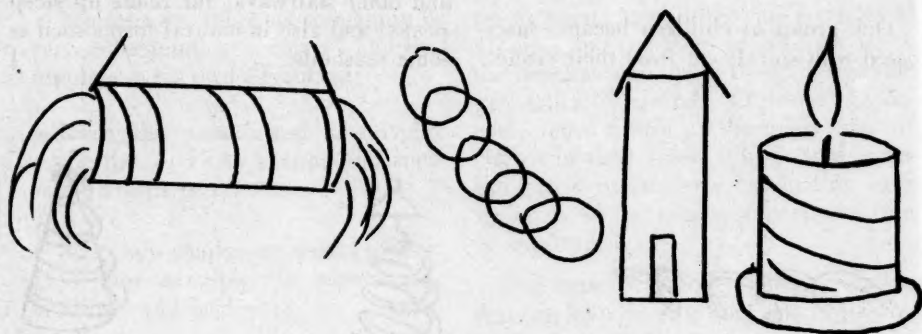


Cones can be made into simple and lovely bells or single ornaments. After a series of cones has been made, trees

can be created by piling one cone on top of another in the order of increasing size.

Even at Christmas, when cylinders and cones are the topic of discussion, children think of rocket ships and space travel. Paper can be folded, cut and

coiled so that the children can see for themselves how a cylinder is constructed and then go on to make ornaments like these: ↓



We can stop to visualize the use of other shapes: trees made from triangles of brilliant colors and pasted on greeting cards; rectangles, squares and triangles marked on wrapping paper, colored and oiled to make lovely stained glass windows. Once the imagination starts working in this way, the possibilities are unlimited.

Making the ornaments is fun and one goal in itself, but how can we tie the activity and the learning together so that the children develop basic mathematical concepts that carry over in their thinking? Perhaps an example of a classroom in action will best emphasize this connection.

Topic: Circles

Teacher (holding up several paper shapes—triangle, circle, rectangle, oval): Who can show me which one of these is a circle? How can you tell or say that it is a circle and not some other shape?

Child (pointing to the circle)—It's round.

T.—Yes, but it is not round like a ball, is it?

Ch.—No. It is flat, but it is still round.

Ch. 2—That (pointing to the oval) is not a circle. Circles are really, really round.

T.—All right. This is a circle. We agree. It is flat and it is really, really round. How can we tell if it has a middle or center?

Ch. 3—Of course it has a middle. Everything has a middle.

T.—Can we find the middle or center of this circle?

Ch. 4—I don't know for sure but maybe we could measure it.

T.—Let's try. How shall we start?

Ch. 4—Put a ruler here (across the circle, trying to set the ruler across the center). There. The circle is 4 inches across. That's how to start.

Ch. 5—Let me see it. I get $4\frac{1}{2}$ inches across.

Ch. 6—I have an idea! Here, fold it in half and then measure it along the folded part.

(By folding they found a true diameter and measured it. Another fold gave them the radius and thus the center. At this point the teacher needed to decide whether her group was ready to learn the terms "diameter" and "radius," as well as to select concepts for further development.)

T.—Now if we want to be able to make a perfect circle ourselves instead of starting out with the circle already cut out, we could use this string, pencil and thumbtack. We can tack down one end of the string here, where we want the center of our circle. We need to hold the pencil straight up and keep the string straight as we swing the pencil carefully around.

(After the children had tried this step, the teacher decided they were ready to go on.) Now, how can we make a bigger circle?

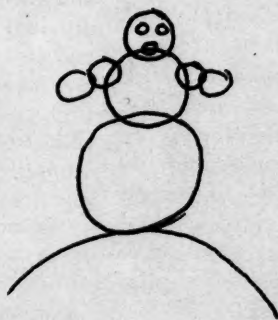
Ch. 7—The string would have to be longer, I think.

T.—Let's try it. (The experimentation was continued until the children were able to see that increasing the length of

the radius increased the size of the circle. They then went to their seats and used their ability to make circles to create ornaments of their own choice.)

This type of discussion and experimentation should be carried on in groups small enough so that all can have a turn to talk and experiment as well as to listen and watch at first hand. Several short periods (15-25 minutes) with each small group can do a good deal toward expanding an art craft lesson into one rich in mathematical learning.

With this sort of experimentation as background, the teacher can help the children expand their geometric concepts in relation to experiences outside as well as inside the classroom. Through experimenting, the creative and scientific processes can become closely connected with feelings of pleasure and reward in the children. In this way, children are not only gaining concepts vital to their thinking processes but are building positive attitudes toward a scientific way of solving problems.



Science and Social Studies

Some of the problems of man's living are both social and scientific. Therefore, the curriculum should include science as well as social studies content and implications. The following illustrations are taken from experiences of children ages four to eleven.

Small Beginnings for Four- and Five-Year-Olds

By ANTONETTE CAPPER

PERPLEXING SPEED AND DISJOINTED change in the affairs of men concern society, more than ever, with survival through education and the effectiveness of its process. Unlike educational patterns of more stable times, ours must educate not only to the fullness but also to the challenge of today's problems and tomorrow's uncertainty. Democracy demands resourcefulness to reconstruct ideas and experiences, adaptation to changing conditions, critical thinking in evaluative choice and judgment, acceptance of self and others, intellectual and emotional self-discipline and ethical behavior. These seem to be firm guidelines for free men in the shifting sands of time and change.

Social Studies and Science

The social studies deal with man's interaction with his social and physical environment and with their inherent human relationships. Subjects once taught separately are drawn into integrated content designed to develop insights into meanings, purposes and implications behind the facts of human endeavor. Through study, individual and group activities, problem-solving, use of skills and creativity, children acquire mental and social competencies.

Science is highly classified—dealing with physical and biological phenomena,

chemical and physical change. However, man experiences before he classifies. Experiences happen in wholeness, relatedness and continuity—so with children and their curriculum. Social and scientific components are intrinsically interwoven. If needs and interests, objectives desired, content or clarification of concepts warrant, science units can be done.

In finding their own answers children learn to recognize problems, gather relevant evidence, experiment, test conclusions and generalize from related facts. Such method is invaluable. Innumerable problem areas can profitably use social studies and science methods and skills for adequate solution.

In working cooperatively under teacher guidance, solving mutually-defined problems, children's lives gain meaning and direction. They learn to value individual contributions, to share work and *ideas*. Gradually, freedom of thought and action includes accuracy and appropriateness, respect for others and discharge of accepted responsibilities. *Communality and difference in point of view* are discovered and gradually cherished.

As each contributes in reciprocal respect and acceptance he derives a sense of belonging. Learning in series of group situations also serves to define and clarify the ever-synthesizing "I"—that everlasting point of reference in the continu-

Program PRELIMINARY

1959 ACEI Study Conference

Date: March 29 - April 3

Place: St. Louis, Missouri

Theme: FUNDAMENTALS FOR TODAY'S
CHILDREN

Information on:

Special Features

Program Schedule

Study-Discussion Groups

Registration

Hotel Accommodations

The Association for Childhood Education International

1959 Study Conference

March 29-April 3 - St. Louis, Missouri

Theme: FUNDAMENTALS FOR TODAY'S CHILDREN

At the Conference in St. Louis "Fundamentals for Today's Children" will form the unifying theme for the activities and discussions of registrants. There will be many opportunities to hear what research has revealed about children and school practices, to learn of children's needs for creative experiences, and to explore further the skills needed for learning and living in today's world.

SPECIAL FEATURES OF THE CONFERENCE

General and Special Sessions: Outstanding speakers on education will discuss world affairs, materials, pressures on families and children. Among them are Miss Pauline Frederick, NBC News Commentator at the United Nations, Dr. Harold Taylor, President of Sarah Lawrence College, and Dr. George Z. F. Bereday, Teachers College, Columbia University.

Study-Discussion Groups: Registrants will be able to participate in all three study-discussion divisions — research, creativity, and skills. There will be seven areas of interest in each division, divided in to ten smaller groups to make possible a wider sharing and discussion of ideas and practices. The divisions and areas of interest are listed on pages 6 and 7. Early registration is important to insure participation in the area of your choice.

Studio-Laboratory Activities: Experiment with materials for dramatic play, art, crafts, science. Explore ideas and techniques to take home with you.

Interest Groups: Take part in discussions and learn new trends in special fields of interest such as nursery, kindergarten, primary, intermediate and church school education, teacher preparation, legislation affecting children, and utilizing community resources.

Branch Forums Discussions: Discuss Branch activities. Bring your plans and problems. Exchange ideas. Refer to page 8 for a listing of the meetings that best fit your needs.

Exhibits: A variation of the functional display to include certain features of a commercial exhibit is an experimental part of this year's Conference. Materials will be displayed in booths as in commercial exhibits.

Consultants will be available to discuss criteria used for testing materials in the ACEI testing centers. They will conduct clinics on the use of certain supplies and equipment. Through these planned activities it is expected that registrants will acquire skill in selecting materials educationally sound and suitable to the stage of development of children who will use them.

Visits to Centers for Children: Time will be scheduled for visiting in the St. Louis area schools and other centers for children.

Explorations: One full day is provided for exploration in the St. Louis area — to visit community centers and other areas of interest and to attend special meetings.

Open Committee Meetings: You are urged to attend open committee meetings to express your ideas and views on committee work.

Branch Center: Discuss your programs and problems with special consultants on Branch work. Examine material from other Branches — notebooks, project reports, program ideas.

ACEI Center: You will learn more about the ACEI Center to be built in Washington, D. C. by looking at the building plans. You can discuss with members of the Center Steering Committee the ways in which you can help and you can share with others what you have done.

Kaffee Klatches: Renew old acquaintances; make new friends; share Branch news; have fun and fellowship with others with mutual interests.

National Council for Elementary Science: Learn the latest developments in the teaching of science. Take part in the National Council for Elementary Science program which follows the Conference.

* The exhibit of books, supplies and equipment will be open in the Sheraton-Jefferson Hotel at the following hours:

Saturday and Sunday, March 28 and 29: 2:00-7:00 p.m.
Monday and Tuesday, March 30 and 31: 8:30 a.m.-5:00 p.m. and 4:30-7:00 p.m.
Wednesday and Thursday, April 1 and 2: 8:30 a.m.-5:00 p.m. and 4:30-7:00 p.m.

PLACE

The Sheraton-Jefferson and Statler-Hilton are official Conference hotels. General sessions and other meetings will be held in Convention Hall and the two official hotels. Conference registration will be at the Sheraton-Jefferson Hotel.

Note: To insure the best use of limited time and to aid in arriving at wise decisions, the Executive Board asks that items of new business be given in writing to some member of the Executive Board before March 30, or at least twenty-four hours before the general session at which they will be presented.

SPECIAL MEALS OR EVENTS: Groups wishing to plan special meals or other events should contact ACEI Headquarters as early as possible for information on available facilities.

HOUSING: Hotel rates are listed here. Use the form below to make your reservation. The hotels are within convenient walking distance of one another and of Convention Hall where most general sessions will be held.

Hotel	Single Rooms	Twin Rooms	Double Rooms	2-Room Suites
Sheraton-Jefferson.....	\$7.50-10.50	\$13.50-17.00	\$10.50-13.50	\$28.00-75.00
Statler-Hilton.....	7.00-12.00	11.50-15.00	10.00-14.00	28.00-35.00
Mayfair — for students: \$15 for four to a room.		Lennox — for students: \$15 for four to a room.		

This section of CHILDHOOD EDUCATION has been so planned that it can be detached without disturbing the rest of the magazine. Those wishing to attend the Conference are asked to use the following forms.

REQUEST FOR HOTEL ACCOMMODATIONS FOR ACEI STUDY CONFERENCE

Do not send any money with this form.

Date desired:

Rates preferred:

..... to

\$..... to \$.....

Accommodations desired:

- ☐ Room with bath for 1 person
☐ 2-Room suite

- ☐ Room with bath for 2 persons (twin beds)
☐ Room with bath for 2 persons (double bed)

If reservation cannot be made in this hotel, please refer my request to the

.....Hotel.

Date and hour of arrival:..... Date and hour of departure:.....

Mode of transportation (train, plane, bus, car):.....

Names and addresses of all persons to occupy rooms (please print):

.....

Signed

Address

City..... Zone..... State.....

CLIP AND MAIL DIRECTLY TO THE HOTEL OF YOUR CHOICE
 Sheraton-Jefferson Hotel, St. Louis 1, Mo.
 Statler-Hilton Hotel, St. Louis 1, Mo.
 Lennox Hotel, St. Louis 1, Mo.
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REQUEST FOR PRE-CONFERENCE REGISTRATION

Mail to: Assn. for Childhood Education International, 1200 15th Street, N.W., Washington 5, D. C.

Miss _____

Mr. _____

Mrs. _____

(Last name)

(First name)

Street _____ City and State _____

Name of public school system, private school or institution with which you are connected: _____

Check only ONE item — professional status:

☐ College or Univ. Faculty Member

☐ Nursery School Teacher

☐ Undergraduate Student

☐ Superintendent

☐ Kindergarten Teacher

☐ Librarian

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☐ Other _____

☐ Principal

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Do you personally subscribe to CHILDHOOD EDUCATION? ☐ Yes ☐ No

Check only ONE item — membership status:

☐ ACEI Life Member

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☐ ACE Branch Delegate _____

☐ ACE Branch Member

(Name of Branch)

☐ Nonmember

Registration prior to March 10, 1959

Registration fee \$12 ☐

Undergraduate Student \$4.50 ☐

Registration after March 10, 1959

Registration fee \$13 ☐

Undergraduate Student \$5.00 ☐

Enclosed is my registration fee for the 1959 ACEI Conference in St. Louis \$_____

Registration for Study-Discussion Groups (Research, Creativity, and Skills)

Miss _____

Mr. _____

Mrs. _____

(Last name)

(First name)

Street _____ City and State _____

Select in order of preference the Areas in which you are interested for the 3 days. You will need to give your choice for each of the 3 days. Be SURE to give the NUMBER of each area. See pages 6 and 7 for this information.

RESEARCH, Monday

(Areas 1 to 7)

(1st choice)

(2nd choice)

(3rd choice)

CREATIVITY, Tuesday

(Areas 8 to 14)

(1st choice)

(2nd choice)

(3rd choice)

SKILLS, Wednesday

(Areas 15 to 21)

(1st choice)

(2nd choice)

(3rd choice)

REGISTRATION

Early registration by mail reserves for you a place in the Area of your choice each day. Use the form above and enclose your check or money order.

Pre-conference registration by mail, January 5-March 10

Regular _____ \$12.00

Undergraduate Student _____ 4.50

Late registration in St. Louis, March 28, 29, 30, 31

Regular _____ \$13.00

Undergraduate Student _____ 5.00

When your registration form and check are received at Washington Headquarters, a receipt will be sent to you.

In St. Louis you will present your receipt at the Conference Desk, Sheraton-Jefferson Hotel, and re-

ceive: Official badge—admits you to Conference session; Area admission card for each day; list of registrants; official program. (The Conference report will be mailed to you before the end of May.)

Late Registrants: Those who wait to register in St. Louis pay more and cannot be assured of enrollment in the Area of their choice each day.

Special Note: No provision is made for registration for less than the total time of the Conference, since events planned for the five days are closely related.

Refunds: Those registering in advance but unable to attend the Conference may receive a refund of \$11 (to undergraduate students, \$4) by sending the Official Receipt to ACEI Headquarters in Washington before June 1. Refunds cannot be made after the close of the Association's fiscal year.

CLIP ALONG DOTTED LINE AND MAIL TO
ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
1200 15th Street, N. W., Washington 5, D. C.

Study-Discussion Groups

Make your first, second, and third choice in each division and *show this information on the registration form on page 5.*

RESEARCH. Monday, March 30

- AREA 1. Child Health. *Presenter:* W. W. Bauer, American Medical Association, Chicago, Ill.
- AREA 2. The Effect of Entrance Age on Pupil Progress. *Presenter:* Hazel Gabbard, Office of Education, U. S. Department of Health, Education, and Welfare, Washington, D. C.
- AREA 3. Giftedness in Children. *Presenter:* Willard Olson, University of Michigan, Ann Arbor, Mich.
- AREA 4. Grouping. *Presenter:* Harold Shane, Northwestern University, Evanston, Ill.
- AREA 5. The Effect of Mobility on Pupil Progress. *Presenter:* Walter Smith, Florida State University, Tallahassee, Fla.
- AREA 6. Tensions and Pressures—Their Effect on Children. *Presenter:* Herbert Schooling, et al., Public Schools, Webster Groves, Mo.
- AREA 7. Working Mothers Outside the Home. *Presenter:* Gertrude Lewis, Office of Education, U. S. Department of Health, Education, and Welfare, Washington, D. C.

CREATIVITY. Tuesday, March 31

- AREA 8. Art. *Presenter:* Viktor Lowenfeld, The University of Pennsylvania, University Park, Pa.
- AREA 9. Dramatic Play. *Presenter:* Margaret Woods, Seattle Pacific College, Seattle, Wash.
- AREA 10. Meeting Individual Needs. *Presenter:* Laura Zirbes, Ohio State University, Columbus, Ohio
- AREA 11. Music and Rhythm. *Presenter:* Gladys Tipton, Columbia University, New York, N. Y.
- AREA 12. Planning for Program Improvement. *Presenter:* Glenn Barnett, University of Texas, Austin, Texas
- AREA 13. Storytelling. *Presenter:*
- AREA 14. Writing. *Presenter:* Mauree Applegate, Wisconsin State College, La Crosse, Wis.

SKILLS. *Wednesday, April 1*

- AREA 15. Arithmetic. *Presenter:* Herbert Spitzer, Iowa State University, Iowa City, Iowa.
- AREA 16. Communication. *Presenter:* Virgil E. Herrick, University of Wisconsin, Madison, Wisc.
- AREA 17. Geography. *Presenter:* M. G. Bowden, Public Schools, Austin, Texas
- AREA 18. Living with Ourselves and Others. *Presenter:* Daniel Prescott, University of Maryland, University Park, Md.
- AREA 19. Problem-Solving. *Presenter:* Maurice Ahrens, University of Florida, Gainesville, Fla.
- AREA 20. Reading. *Presenter:* Helen Mackintosh, Office of Education, U. S. Office of Health, Education, and Welfare, Washington, D. C.
- AREA 21. Science for Space-Age Children. *Presenter:* Rose Lammel, Wayne University, Detroit, Mich.

Branch Forums

Meetings to discuss Branch problems are listed here so that Branch delegates and other Branch members will have an opportunity to discuss the areas most apt to meet their needs and to assign members to cover the different areas.

I. Tuesday, March 31

International (UNESCO) Chairmen
State ACEI Representatives
State ACE Presidents
Legislative Chairmen
Student Branch Members
Branches of 5-30 Members
Branches of 30-60 Members
Branches of 60-100 Members
Branches of 100-150 Members
Branches of 150-200 Members
Branches of 200-350 Members
Branches of 350-600 Members
Branches of Over 600 Members
County and Area Branches of 45 and Over
So You're a Branch Officer?
Just for Student Branch Advisers

II. Thursday, April 2

Working Cooperatively With Other Groups
Financing Branch Work
Using ACEI Publications — A "Must" for Branches
Putting Punch in Publicity
Using Branch Services Available from Headquarters
Editors of Branch and State Newsletters
Planning a Varied Program
How to Organize a Branch
How to Help Beginning Teachers
Bringing Your Constitution Up to Date

TO HELP YOU REMEMBER



I requested:

Hotel Reservations at.....

Study-Discussion Groups:

Research (1st choice) (2nd choice) (3rd choice)
Creativity (1st choice) (2nd choice) (3rd choice)
Skills (1st choice) (2nd choice) (3rd choice)

other
needs

Antonette Capper now teaches in the Laboratory School, Division of Education, Fresno State College, California. This article describes her former work at a private school in Ohio.

ous, individual learning process. Critical thinking in evaluative choice and judgment applies also to "self" in reference to others. Through the self-image, the concept of others is similarly enriched and re-defined.

Kindergarten social studies provide closely related activities and learnings. For example, discussing steam is science; how people use it is social studies. Kindergarten has long practiced learning in social situations. However, there is a general over-emphasis of the "getting along" and an under-emphasis of the mental interaction factor in the totality of the educating process. Although research presents contrary evidence and implications, many believe that "little" children cannot deal with "big" ideas. (1, 3, 4, 5, 7, 8, 11) Consequently, opportunities to learn within the children's level of understanding are curtailed. The exploration of sharing ideas held in common, *a vital part of the self-concept growth*, is practically nonexistent. We limit ourselves by children's limits rather than be challenged by their potentialities.

Observable sequence of developmental stages in children is cumulative and gradual, individual in rate of speed and pattern. *The transition point between stages in the growth continuum is unforeseeable, however.*

These and other principles of learning were basic in the organizational plan and purpose in the writer's situation (1:27-29). Children met together as four- and five-year-olds for social studies. If situations warranted they separated for individual expressions in related activ-

ities. The "persistent life situation" approach was used throughout (10). Since speaking and thinking function simultaneously in young children (11:20) planning and discussion were most important in the development of child-initiated difficult concepts.

These experiences were satisfying:

The children had been observing for some time the ant colony in the science corner. Nothing was said and nobody asked questions, but every day now one group and then another gathered to look at length at the ants. One morning several said, "Tell us about the ants."

"Do you really want to know?" asked their teacher.

"Yes, tell us. They've dug tunnels . . . and rooms," said others.

The inquiring group grew larger. Colored chalk helped to illustrate and enlarge on the board the appearance of the colony. The teacher explained, "The queen lays eggs. The workers build and clean the rooms, nurse baby ants, and bring in food. This is the queen's room. These are the nurseries, the storeroom and the trash room."

The children listened. There was discussion based on their observations.

"Tell us more," they said.

The teacher added, "Workers move the babies to dry, warm rooms in cold, wet weather; to cool rooms in hot weather."

Carol remarked, "People should be like ants—help each other."

"Don't people help each other?" asked the teacher.

A recital of helpfulness at home followed.

"That's your family, that's different," replied Carol.

"Children, do you know people who help us who are not our families?"

"The milkman brings our milk," said Lowell.

"My doctor helps me when I'm sick," said Sue.

"The mailman brings our letters," volunteered another.

"What about you," the teacher said. "You help me with lunch. You water the plants, pass the basket and help me with all kinds of things. Would you like to find out what people do to help each other live happily? What can we do? How can we find out? Maybe some people could come to tell us."

Joint plans followed which took children, parents and teachers to the fire station, the post office and the dairy in a series of trips to see how people help each other.

The minister told of visiting sick people. The policeman came to tell about crossing streets and light signals, finding lost pets and sometimes lost children.

There were pictures, books, stories read, discussions, songs, dramatic play, clay sculpture and painting about our experiences. Carol was learning that people help each other.

Two children whose fathers were doctors volunteered their fathers' services to tell how they helped. Their visit was memorable. The teachers and three doctors pre-planned the visit. Little children are always at the receiving end in a doctor's office and often are afraid. With their bags full of wonders the doctors came. They gave the children tongue depressors, stethoscopes, the mallet to test reflexes and then reversed the "roles." As each doctor was examined he instructed his midget counterpart.

Neddy misplaced his stethoscope on the doctor's chest and complained, "You said the heart goes thump, thump. I can't hear a thing."

"Come up higher, son," said the doctor guiding his hand. "There, do you hear?"

The child nodded excitedly. Then, placing it on his own heart said, grinning broadly, "I can hear mine, too." Anne, awed at what she saw in her "patient's" ear, exclaimed, "Wow! What an ear! You got hair in there."

A question period followed the "exam-



Helping to lessen fear of "shots"

Photos, courtesy, Antonette Capper

CHILDHOOD EDUCATION

ination." Quarantine (several children were absent with measles) and contagion; washing foods and hands before eating; proper clothing in cold weather; need for rest, food and medicine were discussed with the children participating.

Dramatic play, books, songs and painting occupied them for days, in addition to discussion evidence.

Excitedly Fred reported his visit to the Empire State Building the previous year and how small cars looked from up there (showed size).

"Are cars that small? Is there something in this room that could be as big as a car really is," said the teacher.

They chose the blackboard and the bookshelf. "They're the same size," John observed. (They were 4' x 8'). "Cars look that little . . . (showed size). It must be awful high. How high do you think it is?" asked the teacher. Several commented: "Almost up to God." "Very far." "Real high."

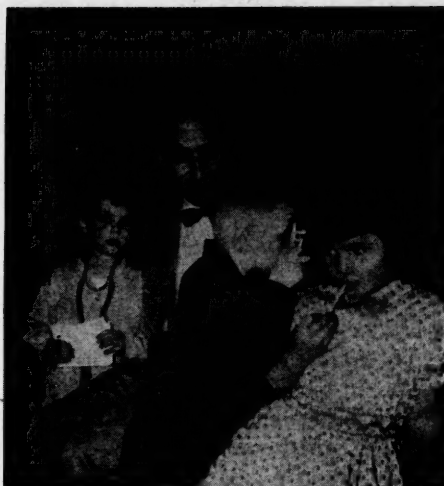
"Let's see if we can straighten this out . . . tall like a tree?" There was no answer—only little children thinking. Then David spoke, "If they'll fit; houses piled on each other, eight or nine or twenty houses piled on each other. It would look like that."

"You mean houses lying flat on each other, or standing tall?" The teacher showed one hand above the other horizontally, then vertically.

Gregory objected, "On top of each other? . . . But houses are supposed to be on the ground."

"Yes Gregory, they are. We're pretending . . . to see how tall this building is." The teacher drew a many-storied building and houses on top of each other, side by side. "If I stood on the table, would I look taller than when I stand on the floor?" she added. Several expressions of agreement followed.

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A doctor looks on as children play "doctor and patient"

"So, the Empire State Building is pretty tall. David said twenty houses standing on top of each other. Now let's look out of the window and choose the tallest tree. (Children chose a poplar.) Fred, is it as tall as that tree?" she asked.

"If we used the biggest tree, still we wouldn't reach the top," interposed David.

Several numbers of trees to reach an approximation were discussed. Meanwhile four children were quietly discussing. Having decided, they announced. "Six or seven trees standing tall would be that high."

"That's about right," the teacher managed. "Now why do cars look small from up there?"

"Because it is so high, and when it's so high and you look out of the window everything looks small," said Bobbie.

"Only when you look out of the window? Only then?" came the query.

". . . When you are far away things look small," they answered. A list of illustrations of vertical and horizontal perspective came pouring out of four-

and five-year-olds with the added generalization: "... Everything ... but when you get close they look bigger." The children had learned.

The teacher told of seeing a bird and a bunny play. The children recounted many examples of play between animals and people.

"I saw two birds fight for a worm," said Gregory.

"Why fight for a worm?" the teacher asked.

"Because they want to eat it. Birds eat bread too," they replied.

"Do birds fight for food? Do other animals fight for food?"

"All animals fight for food," contributed David.

"Do you fight for food, too?" asked the teacher.

Many examples of fighting for candy and "things I like" followed.

"So animals and people fight for food. Animals and people play and fight. What else could birds fight about?" she continued.

"A bird house," said Janet.

"Yes, a house. What would happen if someone tried to get your house away from you?"

"Mrs. —, when we were in the other town the man said we could have the apartment. Then we went to move and the man said somebody else was going to live there. My daddy got real mad at him. We had to look for another one. They talked loud at each other," Jim reported.*

"Then, people and animals fight for a place to live. What else could a bird fight for?" A discussion followed about baby birds, kittens and animal mothers fighting to keep babies safe.

* Verification with the mother proved the child was right. She was amazed that he remembered so well. This episode had happened when this child was three years old.

"How many have babies at home? Would your mothers let anybody hurt the babies?" Several contributed examples of parental protection.

"Let's think again why animals and people would fight."

"To keep babies safe. To eat. For houses to live in," summarized the children.

"It is best for people not to fight. There are other ways to get things," said the teacher.

"But sometimes you have to," concluded Jim.

"Yes, Jim, sometimes people do."

Can education do less than admit elemental truths while teaching social values?

How accurately did the children understand the concepts developed in the episodes described? Only as much as each child could absorb in each particular situation and given time! Abstract ideas of speed, sound and space too "big" for kindergarteners are "here and now" —and the children ask . . . Concepts must be developed, however modestly, as foundations for more difficult ones throughout their lives.

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Flowers in the Patio

By JEANNETTE ANDERSON

THE CHILDREN IN THE SECOND GRADE had been together several weeks in their new school, during which time there had been tours to get acquainted with the school plant. It was after such a tour that Janie remarked, "Why didn't they plant shrubbery in the patio like they did around the school?" (Until then the class had not observed the three bare areas in the patio.) "It doesn't look very pretty," said John. "What do you think would look nice there?" asked the teacher.

This brought forth many suggestions, such as, "Let's plant shrubbery. That matches the outside planting." "Let's put garden furniture and gay umbrellas. They're colorful." "I'd rather see lots of flowers." "The space isn't big enough for a vegetable garden." Finally it was decided to invite the principal in to discuss the problem of planting with us.

From this discussion we learned that the spot could be ours to beautify. Here was a natural setting for an enterprise. While the children were enthusiastically



Courtesy, Jeannette Anderson

Gardening

planning how to beautify the patio, the teacher was asking herself these questions:

- Is this a feasible problem to work on?
- Will the problem stimulate intellectual curiosity?
- Will it challenge varying abilities of children?
- Is there need for all to work together?
- Is there depth of content?
- Is there available material to help children solve their problem?

Jeannette Anderson teaches second grade, Woodside Elementary School, Montgomery County, Maryland.

Feeling that the problems had educational and social value, the teacher was satisfied it was a good basis for developing a group enterprise. The enthusiasm of the children also contributed to making a final decision.

The class visited the patio to study and measure the size of the planting areas, the condition of the soil, the weeds growing there, the drainage provided and the amount of sun and rain each spot would receive.

Since it was October, the possibility of flowers was ruled out. "Why can't we plant bulbs that will bloom in the spring, like my dad does?" asked Steve. Some of them offered to bring in bulbs. Other children had had bulb-planting experiences at home. During the pre-planning period it was shown that many of us needed more information before we could plant anything.

Further discussions followed, the children asking questions:

- Why should bulbs stay in the ground so long?
- How can we plan to make this garden?
- Is the soil good for bulbs?
- Is it good for seeds?
- Will it need fertilizer? What kind and why?
- What tools will we need?
- How do we use tools and care for them?
- Which tool will be used for digging, chopping, etc?

Enthusiasm mounted daily as committees were formed and work began. Since few of the children had handled garden tools, discussions and demonstrations were necessary. Illustrations to show the three parts of a tool and their uses were helpful. The children found that: The

prime mover (the muscles in their arms) made the rake, hoe or other tool move. The *connective* (the handle) was the part they held when working. The *end part*, such as the sharp prongs of the rake, spade or hoe, did the work. Children demonstrated the use of various tools.

"How do we handle tools properly?" asked the teacher. We learned why we carry the sharp blade down, why we do not swing the handle high, why we clean tools before we put them away.

One day Jimmy came in beaming, "My mother knows lots about gardening and she'll come to help us." She came and talked with the group which was preparing the soil. Soon other parents began stopping in, sending bulbs, peat moss, compost—and each one offering to help.

Most of our group work now revolved around our enterprise. We read books, catalogs, bulb packets; studied garden plans, collected pictures of bulbs in bloom; sought information about: how deep to plant bulbs, how far apart and how tall they grow. This would help us to decide what to plant.

After much discussion we decided to start with what we wished to plant. Charts were written giving directions for planting each kind of bulb, along with a picture showing the height and coloring of selected bulbs.

A plan was drawn to scale of each planting space (see diagram)—the beginning of map making. Committees measured and cut the paper the exact size of the space. Symbols were used to identify each kind of bulb. The decision to plant iris in the back and crocus in the front came when Bill said, "You don't want something about eighteen inches tall in front of crocuses. They are only three inches tall."

We were to buy bulbs of our own selection, to be paid for from a school fund. This necessitated a visit to the

Garden Shop to talk with the proprietor about variety, suitability and cost of the bulbs he could supply.

When we went back to our classroom we really got to work. From the list we had made at the Garden Shop, we made out our order and computed its cost. A copy of this was made for the principal, who was to give us the check to pay for the bulbs and for the Garden Shop proprietor.

Armed with our order blank and the check, a committee once more visited the shop and left the order for delivery of our bulbs.

Parallel with the outdoor activities were indoor activities. We wanted to find out

- what a bulb looks like—outside, inside;
- sizes, shapes and colors of different bulbs;
- color of the flower which will come from each bulb;

• similarity of flowering bulbs to onions;

• difference between a bulb and a seed.

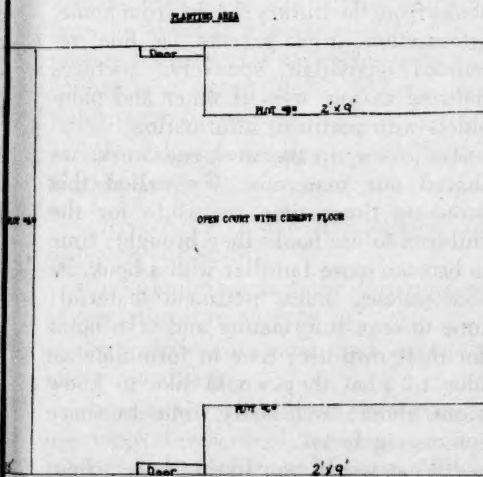
In all of these activities the children were learning: there is a great variety in nature; from similar appearing bulbs come flowers of many colors and sizes. They gained in understanding of relational height and enriched their vocabulary—inch, foot, height, depth, annual, perennial. They learned to identify peat moss, fertilizer and compost.

The day the bulbs arrived was quite exciting, and even though the weather was cold the children insisted that the planting should begin. Each child wore his coat, cap and gloves. They worked in pairs, with a trowel and a ruler. To observe and listen was the teacher's privilege. "Gee, this ground is cold. It hurts my hands." "No, that's not quite deep enough. See, it's only four inches on the ruler." "Be sure to put the nose up or it won't come up right."

As groups worked outdoors, other committees worked indoors, planting bulbs in gravel and water, in soil without water, in soil with water. Some pots were placed in the sun, others in the dark. They also painted a mural, "At Work in Our Garden," and recorded in the class garden diary.

Our early work was finished. Winter came with its ice and snow and covered our bulbs. One day in February, after a big snow, Mary came in beaming, "There's a flower sticking up in the snow!" she said. The class and the teacher went out to see and there, peeping through the snow, was our first crocus bloom. From then on, there were daily reports and recordings in the diary, as children stood gazing out onto the patio.

Gradually many plants appeared. Frequent visits revealed which bulbs were



Plan of planting area—beginning of map-making

growing; and, finally, the week before Easter the whole patio burst into a fusion of white and yellow daffodils, with a few scattered hyacinths in bud. Tulips flowered in a few weeks and then the tall, stately iris. "Some are as tall as John," said Bob.

Yes, the patio was beautiful! It was not just the second grade's garden—the whole school and visitors enjoyed it. The children's problem, "How to make the patio pretty," was solved. In solving a problem real to them, all opportunities for learning had entered in. The garden

had provided for both group and individual activities. Some of the most careful workers and planters excelled here, thus gaining new respect from others in the class. Even though Bill could not read all the material, he now had a feeling of satisfaction for making a worthwhile contribution to his group and to the whole school.

By using all the activities to solve the problems and by helping the children have worthwhile experiences, all of the teacher's questions were answered and the children carried out their plans.

Water, Wonderful Water

By MARGARETTE RONALD

OUR CLASS STUDY ON "WATER, AN Important Part of Our Lives," wasn't water, wonderful water at the outset. Quite to the contrary, it was, "Oh, why does it have to rain?" as the class dejectedly viewed the wet softball field. The dejection was soon lifted when we started to share what we already knew to be true about water.

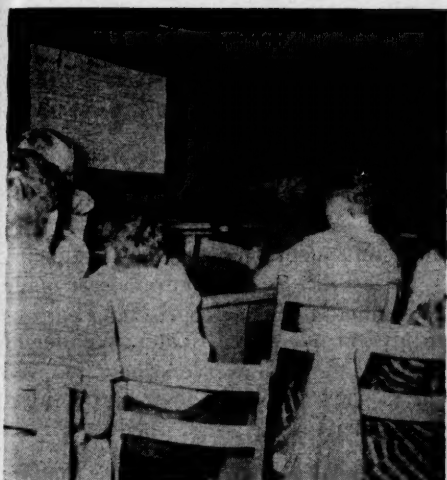
As most of the class shared their ideas and facts about water, we grew more interested. To have some knowledge of a subject is the best reason for a fifth grader to want more knowledge. It was time for the question. "Would you like to spend some time finding out more about water and how it affects us?" Of course our class is normal and we do have a Mr. Negativistic in it, but the rest were eager to start.

In solving any social studies problem our first approach was routine and necessary. Over the week end the children and I looked around and became more aware of the situations that involve us and water. Also, we looked for sources of information to help us in our study: books from the library, books from home, information from parents (a fine resource), possible speakers, pictures showing various uses of water and pamphlets with pertinent information.

To follow up the week-end work, we shared our materials. We called this browsing time: time set aside for the children to use books they brought; time to become more familiar with a book, its illustrations, index, pertinent material; time to scan information and take notes for their own use; time to formulate an idea of what they would like to know more about; and lastly, time to share interesting facts.

"What would you like to know about water?" Before the day was over, many

Margarette Ronald teaches fifth grade, Forest Grove Elementary School, Montgomery County, Maryland.



Courtesy, Margarette Ronald

Experiment: "Why is the ocean salty?"

had questions: "Where does water at home come from?" "What does a dam really do?" "Why is the ocean salty?" "Does water harm us except in floods?" "Can anyone irrigate land and make it work?" "Do you have to have a filter system for a swimming pool?" "What is soil erosion?" "Can America ever have soil as good as it was before we came here?" "What is a water cycle?" "How does water get so far under the ground?" "What is a watertable?" "Where does water come from?"

Some large understandings we hoped to gain were:

- hypothesis of the development of water on our earth;
- relation of water to the development of our natural resources;
- properties of water and gravity's effect upon them;
- necessity for conserving and restoring natural resources to meet the increased demands of man in home, industry and farm.

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More specifically we hoped to discover:

- how our community provides water for daily use,
- how our farming communities provide enough water for raising large enough crops to feed city people,
- how programs are carried on to prevent destruction by water,
- how water is used to create power for getting work done.

The children decided to make an exhibit of models, pictures and written explanations to show the findings of their work. But, like any interested group, we added to our list. An idea was quickly generated when one boy mentioned, as he worked the soil of his model into contour form, "I'm a farmer today. Let's all be farmers and write a play about farming the right way!"

As the class formed committees to work on their various problems, many activities developed. The first was a field trip around the school grounds and neighborhood to observe signs of erosion and at the same time discuss ways in which erosion could and was being checked by people they knew (in some cases parents of children in the group). Such observations make lasting impressions! "Ellen, did your father build that wall?" one member of the class asked. Reports from parents revealed there were discussions and activities at home as a result of the field trip.

Interwoven throughout were the language arts: writing booklets and a play, presenting the play, writing invitations to the play, preparing captions for a series of pictures, defining new words to the satisfaction of the class, and introducing guest speakers.

As our activities progressed and our models and murals took shape, we found there was real value in research work. Mills were being constructed, so there was need for finding out what happens inside mills. Dams were being built, so there was need for finding out who builds these dams and how they are financed, how the turbine works and what electricity means to us through its use at school, at home and in industry. Filter systems were being made, so there was need for finding out how a filter system works in connection with our water supply, and how one could be used efficiently in connection with a swimming pool. Furthermore, whole farms were springing up on our work tables, so there was need for finding out what scientific farming is and what effect it has on our nation.

Experiments were written, followed through and recorded. Why is the ocean salty? Let's find out with some salt, water, two pans, a hot plate and thirty fingers for tasting the water droplets. What is a water cycle? Let's find out with the same equipment. How does a sand and gravel filter work? Let's find out with a lamp chimney, some sand, some fine and coarse gravel, and some cloudy water. Does water seek its own level? Let's find out with a partly-filled jar of water. Does water expand when it freezes? Let's find out at home by putting a plastic jar full of water in the freezing unit. Does water evaporate more quickly in warm or cool air? Let's find out by putting equal amounts of water in like pans and place them in contrasting temperatures. Will soil erosion take place more quickly on bare ground? Let's find out with a tray of bare soil and one with sod. Is there a lot of water in food? Let's find out by weighing it before and after it has been exposed to the warm air for several days.

Pictures were created showing how canals shorten boat routes; what makes a lake, a river, a gulf, a bay and straits. Again we had need for finding out about land and water formations.

Scale drawing played an important part when the children prepared drawings of models showing back yards with swimming pools and terrace treatments.

At last pictures and murals were made to summarize our enterprise and help us to present our play, "Water, Wonderful Water," the title everyone now believed in. As they developed their work, inferences were being established.

Looking back, it would seem that we had not spelled out science in our study, "Water, an Important Part of our Lives." But how can we talk about dams without talking about turbines and electricity? How can we talk about swimming pools without talking about filter systems? How can we talk about the white ring that the cold drink left on Mother's polished table without talking about water cycles? How can we talk about mills without talking about gears? How can we talk about farming without talking about tools and consulting our United States Agricultural Department for scientific methods of conservation of land and water?

No teacher can envision the full scope of learning the child experiences as from day to day he reads, discusses, experiments and works his way in a social studies program. How can we venture to curb their eager search for solutions to their problems? How, then, can we think of the social studies program without science?

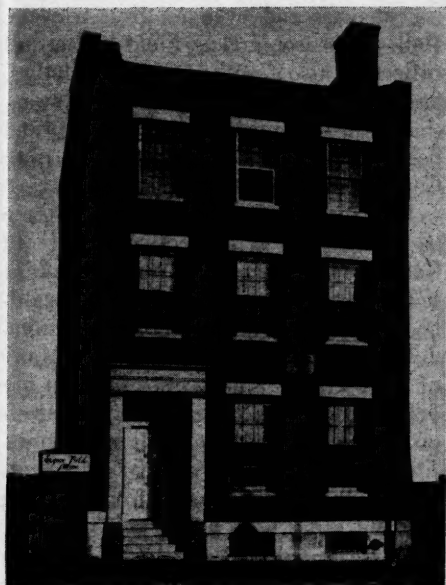
Science is all around us. It is natural. It joins the class without being invited. Once the children notice it is there, they welcome it and will not let it be ignored.

CHILDHOOD EDUCATION

By HARRIET BICK

Mr. Field's

Christmas



HERE WAS BORN
EUGENE FIELD
THE POET

1850

1895

THIS INSCRIPTION MARKS THE HOUSE AT 634 South Broadway in St. Louis where Eugene Field was born and lived until six years of age. Although three stories high, the house has but six rooms. The first two floors house the Eugene Field Memorial, while the third floor is used for caretaker's quarters. The garden, added in 1937 when the house was restored, adds an attractive note in this highly industrialized area.

The house is owned and maintained by the St. Louis Board of Education and visited by many school children. It is also open to the public.

Members of the St. Louis Association for Childhood Education have given time and devotion to help establish a traditional Christmas of the late 1800's

in the Field House. Ten years ago a small group of Christmas-loving ACE'ers thought it would be fun to see what could be gathered to make a Eugene Field Christmas—one for children and fun. There was little to start with: no tree trimmings and only two mechanical toys from Field's original collection to place under the tree.

From friends and families ideas were begged and borrowed. Candleholders were made out of tin cans by an ACE father. He cut, twisted the tin and turned one into a reasonable facsimile of one from the late 1800's. Home-made cookies were decorated and used as ornaments for several years. Old ornaments were carefully spared from personal family collections. Traditional St. Nick and angel pictures were surrounded by angel hair and tinsel to make them look authentic (and by now they really do). New ornaments were bought and donated to add brightness. Nuts, gilded or wrapped in silver paper, added their glitter and authenticity. Twisted candles for the candleholders were dug out of attics and basements to add more color. Candleholders that had long lain on shelves collecting dust and memories were found in variety stores in the vicinity of the house itself. Strings of

Harriet Bick is a consultant for the Division of Audio-Visual Education, Public Schools, St. Louis, Mo.

popcorn gave life and outline to the tree and its varied collection: some old, some new, some makeshift—but all loved.

Over the years delightful additions have been made. Sufficient candleholders of the clip-on type and the swinging ball type have been donated so that the original handmade ones are memories only. The second Christmas, the St. Louis ACE donated a wonderful hand-carved hobby horse with a worn leather padded saddle and well-worn rockers where heels had kicked him for many years. On the under side of the horse are burned the words "Ho-Bob, April, 1867." ACE has also added another mechanical toy, a drummer boy, who joyfully jigs on top of a metal drum, appropriately dressed to celebrate the 100th anniversary of this country's independence (1776-1876).

Again, families and friends have loaned gifts for under the tree: a beautiful walnut cabinet with dishes and cook-

ing utensils and even an iron tricycle. Dolls have been given (Field had a doll collection also), with a trunk of clothes, an iron wood stove with waffle iron, swan-shaped pressing iron, a doll's dresser and beautifully-made cloth animals from Germany.

Perhaps the most prized of the tree trimming gifts is the collection of old German-made ornaments that include a sewing machine; pressed silver cardboard birds, fish and butterflies; a miniature sweeper, suitcase and drum. Many of these are not showy on a tree but are delightful on wreaths and sprays of evergreen that decorate mantels and doors. This gives a close-up view of ornaments no longer made but fascinating to young and old alike.

Other prized gifts are the lovely shiny heavy glass ball ornaments that come in beautiful colors and several sizes. Several came from private collections;

Field's great grandchildren with his mechanical toys

Courtesy, Harriet Bick



but a dozen came from one of our schools, built in 1894, that had them left from early tree trimming.

To share Mr. Field's Christmas with all St. Louis ACE members, a Christmas Wassail Party was given by ACE in December 1957. Donations were made by interested members toward the purchase of a revolving musical Christmas tree stand. Since Eugene Field enjoyed Christmas and things mechanical, ACE'ers decided that a stand of this kind would be gay and at the same time show off the tree with all its trimmings.

Those who attended the Wassail Party were greeted by hostesses wearing Mrs. Field's dresses and were served spicy fruit cake and wassail from the Field's own mojolica punch bowl. This was truly a Christmas party in the spirit of 100 years ago. The delight and admiration of those newly introduced to "Mr. Field's Christmas" strengthened the belief that there is real interest in seeing a traditional, old-fashioned Christmas not only for boys and girls but for the adults of St. Louis as well.

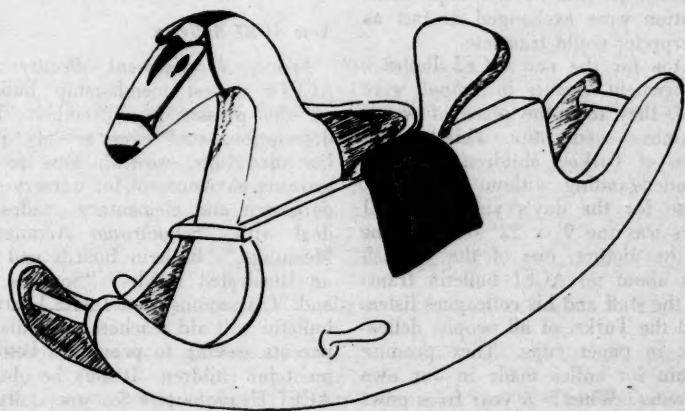
"Mr. Field's Christmas" will not be in season when ACEI meets in St. Louis March 29-April 3, but all are cordially invited to visit the Field House.

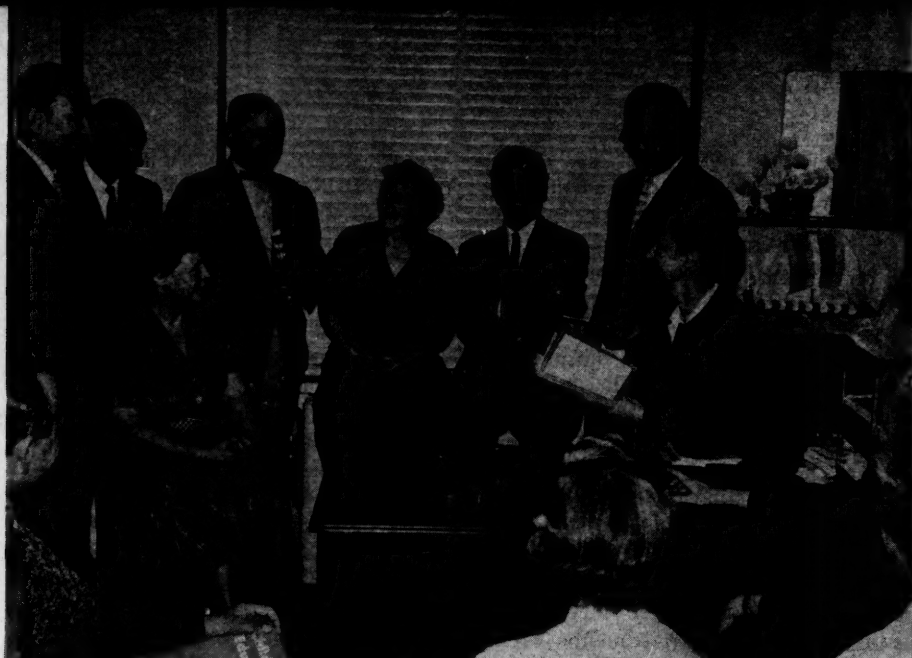


A mechanical Drummer Boy made in 1876

Sketches by Marguerite Cornelius

Ho-Bob, an 1867 hand-carved hobby horse





Turkish Minister of Education and associates communicate through an interpreter.

News HERE and THERE

By FRANCES HAMILTON

Helping Each Other

Five inspectors of secondary schools in Turkey, with their interpreter, recently spent an afternoon with members of the ACEI staff. There were many questions to which the inspectors needed to find answers—and just as many with which the staff needed help. Ideas and information were exchanged as fast as the able interpreter could translate.

Since photos for the new ACEI bulletin, *Space, Arrangement, Beauty in School*, were a visual tool, they took the place of words to explain American education. This brought forth pictures of Turkish children in school—mutual understanding without words!

Home base for the day's visit to ACEI Headquarters was the 9' x 22' office of the Editor. In the picture, one of the Turkish visitors tells about an ACEI bulletin translation while the staff and his colleagues listen.

We served the Turks, of all people, delicatessen coffee in paper cups. They promise to come again for coffee made in our own urn at the Center. When? A year from now!

New ACE Branches

Greater Boston ACE, Massachusetts
Geneseo ACE, Illinois

New Life Member

Dolletta M. Callahan, Rushville, Indiana

New ACEI Bulletin

Space, Arrangement, Beauty in School, ACEI's newest membership bulletin, came off the presses in November. It contains descriptions and over seventy photos and line drawings showing how to set up a learning environment for nursery school, kindergarten and elementary grades. Chapters deal with "Schoolroom Arrangement: Its Meanings," "Bulletin Boards and Displays—an Illustrated Guide," "Sources for Help," and "Classrooms That Invite Learning." This bulletin will aid teachers, administrators and parents seeking to provide a better environment for children. It may be obtained from ACEI Headquarters for one dollar.

CHILDHOOD EDUCATION

State Presidents at Work

State ACE presidents have never been more enthusiastic in their reports of Branch activities. Since the Conference of State Presidents the last week in August, no less than sixteen of the twenty-six state presidents attending reported executive board meetings, state meetings of all local Branch officers, or field work to share ideas gleaned at the Presidents' Conference. These were Colorado, Connecticut, Georgia (district meetings), Indiana, Iowa, Kansas, Louisiana, Massachusetts, Missouri, Nebraska, New Jersey, New York, Ohio, Pennsylvania, Tennessee and Texas.

Whatever the type of meeting, each president told of plans for using the *Plan of Action* and for assisting local Branches in their undertakings. One state president, Martha Stinson of Indiana, had a meeting of her executive board as early as September 6! Missouri and Texas followed the second week with either executive board or state leaders meetings. Perhaps there were others, but these are the earliest dates reported to us.

Through every communication received this fall from state presidents runs the concern for contributions to the ACEI Center. Letters from presidents whose plans call for later meetings evidence readiness for work and include plans yet to be executed.

Organization of new Branches has taken on renewed vigor. Nebraska leads the list with plans for five—two student and three local.

Truly, our state presidents are on the job!

Our Future

The Executive Secretary's old Chevrolet was called "The Circuit Rider" for reasons easily understood by supervisors and Branch members. Its successor has, in the months since the site for the Center was selected, earned the title of "Site-Seeing Bus"—and as far as that car knows, there is just one site to see—the corner of Wisconsin Avenue and Quebec Streets, where the Childhood Education Center will be built.

Members of the Steering Committee and the Executive Board are meeting in Washington December 5 and 6 to study the status of the Building Fund and the amount of money still needed and to consider prospects for financing construction of the Center.

If together we decide we can, bids will be asked, and one selected, two houses on the site demolished and construction begun.

What can the Steering Committee and the Board decide? The future depends on you—your response to the opportunity to build a stronger ACEI by helping finance the building of the Center and your interpretation of the Association to others.

Put the Childhood Education Center at the very top of your gift list this holiday season. Make a contribution to the interests of all children at this children's holiday.

Where Rivers Meet

Where Rivers Meet, published by the Benefic Press of Chicago, will be good background reading in preparation for the 1959

Gift to ACEI Building Fund

I hereby give to the Building Fund of the Association for Childhood Education International, a corporation organized under the laws of the District of

Columbia and now having offices at 1200 15th Street, N.W., Washington 5, D. C., the sum of _____ Dollars.

SIGNED _____

ADDRESS _____

ENCLOSED \$ _____ DATE _____

☐ I AM A MEMBER OF _____ ACE BRANCH

☐ I AM AN INTERNATIONAL MEMBER

☐ I AM NOT A MEMBER

Gifts to Building Fund are tax exempt,

DECEMBER 1958

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ACEI Study Conference in St. Louis. Written by Marjorie Banks, local co-chairman for the ACEI Conference, and Edith S. McCall, it tells with simplicity and historical accuracy the story of the many events which took place where the Missouri and Ohio Rivers join the Mississippi.

From the days when only the Indians knew the Mississippi, through the coming of fur traders to the present day, you and the eight-to-twelve-year-olds you know will enjoy this book—and best of all, it will help you understand many other things you will learn about Mid-America at the 1959 ACEI Study Conference.

National Library Week

April 12-18 has been designated as the second National Library Week. Sponsored by

the National Book Committee in cooperation with the American Library Association, its theme is "Wake Up and Read"; its purpose to encourage and emphasize reading for pleasure, knowledge and advancement.

Legislation for Children

Your Congressmen and Senators are still at home, but are preparing to return to Washington for the opening of Congress. As Branch or International members of ACEI, be sure your Congressmen know of your interest in legislation for the education and well-being of children. Encourage them to initiate and support carefully-thought-out legislation for children. Let your local and state legislators, too, know of your interest in measures on the local and state level which affect children.

Books for Children

Editor, ELIZABETH HODGES

Give books for Christmas! No gift brings more lasting pleasure or provides a better combination of fun and profit.

The books on the following list have been chosen with Christmas giving in mind. All ulterior motives aside, they have been picked for quality and for promise of bringing enjoyment to children.

Picture Books

CHANTICLEER AND THE FOX. *Adapted from The Canterbury Tales and illustrated by Barbara Cooney.* New York: Thomas Y. Crowell Co., 432 4th Ave., 1958. Unpagged. \$3. One of the most beautiful books of the year is this tale of the proud cock and the sly fox who flattered him. Retold in language simple enough for young readers, yet retaining the flavor of medieval speech, the story tells of Chanticleer's capture by the fox and of his narrow escape from death. Handsome colored pictures, authentic in every detail, adorn each page. Not for every child, but a rare gift for the one who can appreciate it! *Ages 6-8.*—E. H.

CHOUCHOU. *Story and pictures by Francoise.* New York: Charles Scribner's Sons, 597 5th Ave., 1958. Unpagged. \$2.95. Admirers of *Biquette*, the *White Goat* and *Small Trot*, the engaging little mouse, will welcome

this book about a delightful donkey. Chouchou lives in Switzerland and works hard carrying milk up and down the mountain. One day a photographer buys him because he wants to take pictures of people on his back. All goes well until, through a sad accident, Chouchou is sent to jail. This whimsical little story of how the children gain his release is a gay picture book, very French in feeling and sure to appeal to 5-8 year olds.—E. H.

THE CAROL MORAN. *Written and illustrated by Peter Burchard.* New York: The Macmillan Co., 60 5th Ave., 1958. Pp. 40. \$2.50 boards; \$3 cloth. For the boy who likes boats, this story of a real tugboat is highly recommended. Chip goes with his grandfather on his last trip before retirement as a tugboat captain. Together they take the *Carol Moran* through her daily chores in the New York harbor, ending with the docking of the *Queen Mary*. The striking illustrations are colorful and informative. *Ages 5-8.*—E. H.

NO ROSES FOR HARRY. *By Gene Zion. Illustrated by Margaret Bloy Graham.* New York: Harper & Bros., 49 E. 33rd St., 1958. Unpagged. \$2.50. Library edition \$3.35. One of the most popular picture books of 1956 was *Harry the Dirty Dog* (Harper, \$2), the

story of a white dog with black spots who refused to take a bath until he became a black dog with white spots. In this new story Harry gets rid of a hated rose-decorated sweater in a most amusing and ingenious way. Good fun in an easy story and gay pictures! *Ages 4-8.*—E. H.

THE FROG IN THE WELL. *By Alvin Tresselt. Illustrated by Roger Duvoisin. New York: Lothrop, Lee & Shepard Co., 419 4th Ave., 1958. Unpag.* \$2.75. The jauntiest frogs ever leap across the pages of this handsome picture book. One particular frog lived in the bottom of a well, thinking it the whole world. When the water in his well dried up, he went out in search of adventure and discovered that it was much more fun to live with other frogs. *Ages 4-8.*—E. H.

SOMETHING FOR CHRISTMAS. *By Palmer Brown. Illustrated by the author. New York: Harper & Bros., 49 E. 33rd St., 1958. Pp. 32.* \$1.95. This is a delicately lovely story of a little mouse's search for the right gift for someone he loves—his mother. Told as a conversation between mouse mother and child, it shows that love is the perfect Christmas gift. A slight but charming story, with illustrations equally as entrancing as those in the author's *Cheerful* (Harper, \$1.50). Especially recommended for the Christmas stocking! *Ages 4-8.*—E. H.

Good Stories All

JIM AT THE CORNER. *By Eleanor Farjeon. Illustrated by Edward Ardizzone. New York: Henry Z. Walck, 101 5th Ave., 1958. Pp. 101.* \$2.75. Jim is a retired seaman who sits on an orange crate at the corner of a London street and regales the little boys of the neighborhood with tall tales of his life at sea. These very funny and far-fetched stories by a gifted storyteller are just right for *ages 6-10.*—E. H.

CASTLES AND DRAGONS: READ-TO-YOURSELF FAIRY TALES FOR BOYS AND GIRLS. *Compiled by the Child Study Association of America. Illustrated by William Pène du Bois. New York: Thomas Y. Crowell Co., 432 4th Ave., 1958. Pp. 299.* \$3.50. "Fairy tales speak to the innocent heart in all of us." So say the editors of this fine collection of stories. Although chosen from the works of modern writers, the stories follow the familiar pattern of the traditional

fairy tale. Many outstanding writers are represented: Howard Pyle, Elizabeth Coatsworth, Henry Beston, Walter de la Mare, and others equally well known. An attractive volume, imaginatively illustrated, this is an excellent choice for *ages 8-11.*—E. H.

THE WORLD OF CHRISTOPHER ROBIN.

By A. A. Milne. Illustrations by E. H. Shepard. New York: E. P. Dutton & Co., 300 4th Ave., 1958. Pp. 234. \$3.95. Last year saw the publication in one volume of two classics of childhood, *Winnie-the-Pooh* and *The House at Pooh Corner*, under the title of *The World of Pooh* (Dutton, \$3.95). A companion volume, *The World of Christopher Robin*, combines the well-loved poems of *When We Were Very Young* and *Now We Are Six*. Like its predecessor, this edition has the humorous pen and ink drawings of E. H. Shepard, plus handsome end papers and color plates by the same artist. Both books are excellent choices for preschool and primary children.—E. H.

THE RACHEL FIELD STORY BOOK.

By Rachel Field. Illustrated by Adrienne Adams. New York: Doubleday & Co., 575 Madison Ave., 1958. Pp. 124. \$2.50. Three favorite stories by a favorite author are here in one volume: *Polly Patchwork*, *Pocket-Handkerchief Park* and *The Yellow Shop*. The author's quaint children and gently sentimental stories have a timeless appeal, and Adrienne Adams' soft-colored illustrations are appropriately old fashioned and charming. This is a book to bring lasting pleasure to little girls of *8-10.*—E. H.

CRISTY AT SKIPPING HILLS.

By Mabel Leigh Hunt. Illustrated by Velma Ilisley. Philadelphia: J. B. Lippincott Co., E. Washington Sq., 1958. Pp. 139. \$3. This warm and lively story continues the adventures of the lovable little heroine of *Stars for Cristy*. Adjustment to life in the small town of Skipping Hills is not easy for Cristy Romano and her city-bred family—especially since their Italian-American background makes them seem different from their neighbors. But the whole family is determined to help Poppa Romano make a success of his shoe repair shop and to become a part of a real home town. This is a story full of likable people whose everyday life becomes important to the reader. *Ages 9-11.*—E. H.

THE CHRISTMAS ROCKET. By Anne Molloy. With drawings by Arthur Marokvia. New York: Hastings House, 41 E. 50th St., 1958. \$2.95. This Christmas story is notable for its unusual setting (modern Italy) and for its striking illustrations. It tells of a potter and his son Dino who set out for the village to sell their wares. They hope to bring home enough money for meat for the Birthday, for a pair of real shoes for Dino, and perhaps even enough for a rocket to set off on Christmas Eve. Misfortune overtakes them, but a Christmas miracle turns tragedy into joy and brings a happy Christmas to all. Ages 5-10.—E. H.

STORY OF HOLLY AND IVY. By Rumer Godden. Illustrated by Adrienne Adams. New York: The Viking Press, 625 Madison Ave., 1958. Pp. 64. \$2.50. Holly was a little doll who wished for a Christmas girl and Ivy was a little girl who wished for a Christmas doll. How the two got together on Christmas morning makes a tenderly sentimental story told with Rumer Godden's light touch and illustrated in lovely Christmas colors by Adrienne Adams. Especially for little girls of 5 and up.—E. H.

Hobbies and Such

MY HOBBY IS COLLECTING SEA SHELLS AND CORAL. By Ruth H. Dudley. Chicago: Children's Press, Jackson & Racine Aves., 1958. Pp. 127. \$3.95. This is a gold mine of practical information for the beginning shell collector. Descriptions and photographs of many kinds of shells, diagrams and instructions for caring for shells, and lists of shell dealers and shell collectors are excellent features. Lists of books and magazines on the subject, a glossary and an index round out a fine introduction to a fascinating hobby. Ages 8-12.—E. H.

THE WONDERFUL EGG. Written and illustrated by Dahlov Ipcar. Garden City, New York: Doubleday & Co., Inc., 1958. Unpagged. \$2.50.

ANCIENT ELEPHANTS. Written and illustrated by William E. Scheele. New York: World Publishing Co., 2231 W. 110th St., 1958. Pp. 64. \$2.50. For the dinosaur addict, these two new books on prehistoric animals are excellent choices. The Ipcar book is an imaginative presentation of prehistoric life, yet is scientifically accurate in text and

in the author's glowing colored illustrations. The picture book format of *The Wonderful Egg* gives it appeal to preschool as well as to primary children. Ages 4-8. **ANCIENT ELEPHANTS**, by the director of the Cleveland Museum of Natural History, is a straightforward account of the many extinct ancestors of the living elephant, made intensely interesting by numerous detailed drawings. Ages 8-12.—E.H.

THE NUTCRACKER. Based on the Alexander Dumas père version of the story by E. T. A. Hoffman. With themes from the music of Peter Ilyich Tchaikovsky. Adapted and illustrated by Warren Chapell. New York: Alfred A. Knopf, Inc., 501 Madison Ave., 1958. Unpagged. \$2.95.

This is a perfect gift for the child interested in music or the ballet. The classic Christmas fantasy is retold in simple language and profusely illustrated in color. Passages from *Waltz of the Flowers* and other familiar themes are included. All ages.—E.H.

Fine Editions of Old Favorites

THE CHRIST CHILD. As told by Matthew and Luke. Written and illustrated by Maud and Miska Petersham. Garden City, New York: Doubleday & Co., Inc., 1931. Unpagged. \$3. The Christmas story has never been more beautifully presented for children than in this book.

THE NIGHT BEFORE CHRISTMAS. By Clement Clarke Moore. Illustrated by Jessie Willcox Smith. Boston: Houghton Mifflin Co., 2 Park St., 1912. Pp. 32. \$1.50. This best-loved of all Christmas poems has appeared in many editions. It has twelve colored plates showing Saint Nick and his reindeer and the quaintly old-fashioned children whom he visited on that famous Christmas Eve.

SING FOR CHRISTMAS. A round of Christmas carols and stories of the carols. By Opal Wheeler. Illustrated by Gustaf Tenggren. New York: E. P. Dutton & Co., 300 4th Ave., 1943. Pp. 127. \$5. For family carol sing or independent looking and reading.

A CHRISTMAS CAROL. By Charles Dickens. Illustrated by Everett Shinn. Philadelphia: John C. Winston Co., 1020 Arch St. \$3.50. A bright red and gold binding and colorful illustrations make this an especially attractive book for Christmas giving.—E.H.

Books for Adults

Editor, ELIZABETH KLEMER

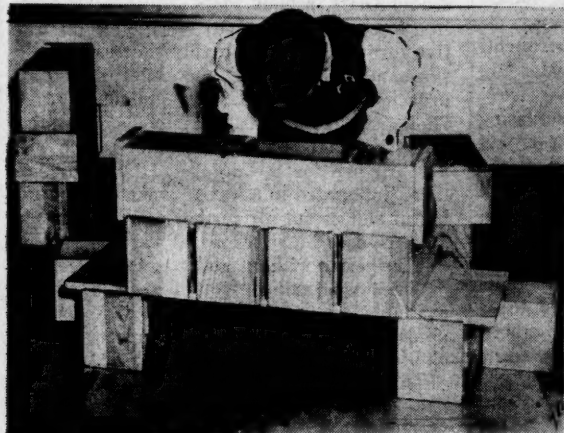
GIFTED CHILDREN. By Samuel R. Laycock. Toronto: The Copp Clark Publishing Co., Ltd., 1957. Pp. 180. Author Laycock has done an exceptionally fine job in a relatively few pages. Included is an excellent overview of the problems of gifted children: the teacher's concern; identification; acceptance of the gifted by his teachers, by his classmates, by his parents, by the public and, above all, by himself. Chapters reviewing the philosophy of education and accepted methods to be used with the gifted are adequate.

The real value of this book lies in the concrete suggestions for enrichment of the curriculum in all of the subject areas: language arts, social studies, science and mathematics, foreign languages, arts and crafts, industrial arts and music. The author places squarely on the teacher's shoulders the main task of assisting the gifted, whether it be by acceleration, grouping, enrichment, or some combination of these. This book should be

made available to every teacher.—Reviewed by FRANCIS A. BALLANTINE, professor of education, San Diego State College, Calif.

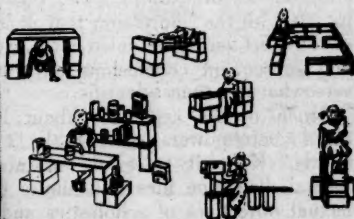
THE MENTALLY RETARDED CHILD. By Max L. Hutt and Robert G. Gibby. Boston: Allyn & Bacon, Inc., 41 Mt. Vernon St., 1958. Pp. 334. \$4.50. This is an excellent reference for those interested in the psychology of the mentally retarded. The book's subtitle, "Development, Education, and Guidance," would seem to imply adequate treatment of these three topics. In the chapters on development, the authors have done a fine job of reviewing research and accepted thinking in areas of classification, characteristics, etiology and identification. Chapters on adjustment should help the professional worker to understand better some of the many problems of the mentally retarded.

The authors analyze some of the problems parents of mentally retarded children have and offer helpful suggestions. Since only one chapter is devoted to education, guidance and treatment of the retarded, one can hardly say the authors have treated these subjects exten-



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4 36" boards . . . \$30
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(plain ends) . . . \$17.50
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sively. The philosophy of the team approach is good.

This book presents a good coverage of psychology and development of the mentally retarded. It seems less adequate on the specifics of education and guidance.—F.A.B.

MENTAL DISCIPLINE IN MODERN EDUCATION.

By Walter B. Kolesnik. Madison: University of Wisconsin Press, 430 Sterling Ct., 1958. Pp. 231. \$3.50. Few concepts in education are as misunderstood and eductive of extreme partisan positions as mental discipline. Hardly any new curricular challenge to traditional subjects dares omit some reference to the superior powers of promoting thinking offered by its adoption. Hardly a teacher or a board member can neglect the queries of school patrons concerning allegations of diminished consideration of the mind's development.

This book offers a philosophical, psychological and historical analysis of the mental discipline concept and draws inferences which can be applied to modern curricular practice. Particularly useful are the sections reviewing experimental evidence on faculty psychology and transfer of training. The reader should be left with the impression that at least some of the most widely-heralded early experiments and subsequent conclusions on transfer are somewhat less than scientific.

Much of the argument about increasing one's mental powers resides in the "tyranny of words." Kolesnik traces the meaning of the mental discipline idea and shows that intellectual objectives of scholastics and progressives, and those having more intermediate positions, are not as disparate as supposed. Although of greater value to the curriculum specialist and theorist, the book should enjoy popular circulation among teachers and others.—Reviewed by PETER C. GECA, assistant professor of education, San Diego State College, Calif.

THE ELEMENTARY TEACHER IN ACTION.

By Raymond H. Harrison and Lawrence E. Gowin. San Francisco: Wadsworth Publishing Co., 431 Clay St., 1958. Pp. 298. \$4.95. This volume effectively emphasizes the nature of the elementary school teacher's daily problems. In a manner professional educators and laymen can understand, it outlines basic requirements for successful teaching. Prominent among the topics are:

teachers' responsibilities and rewards, brief history of modern elementary education, home-school-community relations, learning and evaluation, nature of financial support provided for American education. The material covers topics from pupil guidance to teachers' loyalty oaths and legal liability for pupil safety. Especially impressive are the photographs supplied by Orville Goldner, director of the Audio-Visual Center at San Francisco State College. Chapter bibliographies will be helpful to students of research.

This concise and readable volume belongs in libraries of all persons interested in an excellent survey of the work of the elementary teacher—past, present and future.—Reviewed by EVANS ANDERSON, assistant professor of education, San Diego State College, Calif.

CHILDHOOD AND ADOLESCENCE.

By L. Joseph Stone and Joseph Church. New York: Random House, 457 Madison Ave., 1957. Pp. 456. \$6.50. This outstanding book is concerned with all aspects of childhood, focusing on the child as a person. The book follows the child through the major phases of growth—infancy, toddlerhood, preschool years, school years, adolescence—and in a forecast into maturity. Written in descriptive form, it has been highly successful in its systematic, integrated and interpretive approach. The many facts accumulated by psychologists, zoologists, physicians, psychiatrists, sociologists and "just plain people with a sharp eye for the doings of children" are there, integrated in a way to make them meaningful and useful for further application. The authors use contributions of various systems or viewpoints without going to extremes. The material was gained from first-hand sources available to the authors and demonstrated unusual understanding and appreciation of children through its application.

This scientific and scholarly book is recommended for teachers and students of child psychology, child development and other related courses. Parents and others should find it a valuable guide.—E.J.K.

THE ELEMENTARY TEACHER AND GUIDANCE.

By John A. Barr. New York: Henry Holt & Co., Inc., 383 Madison Ave., 1958. Pp. 435. \$4.50. In this comprehensive and documented book the author believes that effective guidance procedures begin with the classroom teacher. This point of view is not

CHILDHOOD EDUCATION

new; however, the author has been successful in suggesting concepts and techniques which the average classroom teacher can utilize with confidence. The suggested techniques are clearly described and have been tested in classroom situations. Many ideas and suggestions which challenge and motivate the reader to evaluate his present concept of guidance are presented.

The book makes a much-needed contribution in its treatment of home-school relationships. Parts are devoted to: relationship of guidance and mental hygiene; tools and techniques of guidance; assembling, recording and use of information on children; guidance of gifted children and handicapped children; special services and agencies; current problems.

The book concludes with suggestions for organizing the guidance program in the elementary school. It should serve as a basic text for a college course but should be equally effective as a reference for the elementary school professional library. Discussion leaders in child study or PTA groups should find the book a "must" for providing background on the guidance of children.—Reviewed by CLIFFORD D. FOSTER, assistant professor of education, San Diego State College, Calif.

THE COMPLETE CHRISTMAS BOOK.

Edited by Franklin Watts, Inc. New York: Franklin Watts, Inc., 575 Lexington Ave., 1958. Pp. 339. \$4.95. Here is a manual with a variety of materials which should heighten the pleasure of the holiday season for the whole family. It offers ideas on: making and wrapping gifts; ways of making cards; old and new Christmas dishes; house and tree decorations easily made; children's Christmas parties.

"Christmas for Others," a unique chapter, gives suggestions for those wishing to help shut-ins in homes, hospitals or other community places. Chapters on festivals and customs, stories of Christmas in America, chapters with a variety of Christmas stories and poetry and one on "Christmas in the Future" give a wide choice for selection. Christmas music on records are annotated listings and come from many European countries as well as our own country.

Although intended for family use, it should also add to Christmas joys in school and church-school.—M.R.

DECEMBER 1958

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Bulletins and Pamphlets

Editor, HELEN COWAN WOOD

STUDY OF JOE—A BLIND CHILD IN A SIGHTED GROUP. By *Elsbeth Pfeffer*. Introduced by *Cornelia Goldsmith*. New York: Bank Street College of Education, 1958.

Pp. 40. 75¢. This case study of Joe in nursery school clearly indicates that blind children are more alike than different from other children, with the same basic needs to achieve, to belong, to be understood and to feel secure. The study reveals the importance of the parents' role from birth in helping the child to have a constructive, happy experience while young, that he may not feel himself as special or as the center of the universe. Attention is given to cooperative efforts of home and school in the development of mental, emotional and physical vigor and potentialities. The suggestion is made that group therapy sessions for parents of blind children should be a family-service agency function. The role of the teacher as a person eager to have a blind child in his class is discussed. He considers each child's needs, abilities and

adjustments, helping the sighted children to accept the blind and remaining always cognizant of their contributions to the lives of others. He acts as guide to other parents who may be apprehensive regarding the blind student in a class with their sighted children. The services of the school's psychiatric social worker are made available to him. The teacher is the key person who helps the child function in a normal environment and with the parents helps him become a useful citizen.—Reviewed by ALMA C. RAYFIELD, principal, Orville Wright School, Modesto City Schools, Calif.

SHARING IS FUN—ACTION BOOKLET FOR CHILDREN. By *Helen Diehl*. Baltimore 8: Koinonia Foundation, 1958. Pp.

38. \$1. This contains seven delightful stories designed to sensitize children to the needs of children around the world and suggests action programs they might engage in to contribute toward better understanding among people of other nations. While each story is different, all appear related through the use of similar incidents happening to the same children. Action projects suggested are heifers for relief, clothing collections, meals for millions, pens, mitten tree and toy-friendship kits. This collection should serve church or club groups as interest appeal for intermediate age children looking for action programs. Pertinent information is given as to purposes and goals of other organizations concerned with a philosophy of service.—Reviewed by LOVELLE C. DOWNING, director of curriculum K-6, Modesto City Schools, Calif.

LEARNING A NEW LANGUAGE. By *Marie M. Hughes and George I. Sánchez*. Washington, D. C.: Association for Childhood Education International, 1200 15th St., N.W., 1958. Pp. 32. 75¢. This bulletin by two outstanding educators is an invaluable resource for teachers who work with children who come to our English-speaking schools from homes where they speak another language. It is about how language is learned but even more basically about what learning a language different from that of his home means to a child.

Both authors emphasize that all language development is based on experience. Like English-speaking children, the child who speaks another language comes to school with a large, a medium or a small background of meanings which form the basis of his language. Building meanings in a richly expe-



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riencing classroom, in association with English-speaking children, is basic to learning English. Marie Hughes discusses these phases of good teaching, with many illustrations and suggestions of specific practices: acceptance and support of the non-English-speaking child to provide a favorable environment for learning, accompanying experience with language, building multiple meanings for words and expressions, providing many opportunities for shared activity to give reasons for talking. George Sánchez emphasizes the importance of teaching children in a normal classroom, where the teacher is concerned with language development for all children, English-speaking and non-English-speaking, but even more concerned with teaching children to think. Where teachers help children acquire concepts as tools for thought and use these tools in construction of ideas, in solution of problems and in communication, the learning of English will be a natural consequence.—H.C.W.

ELECTRICITY AND MAGNETISM

AIR, WINDS, AND WEATHER. By J. Myron Atkins and R. Will Burnett. New York: Rinehart & Co., Inc., 232 Madison Ave.

1958. Each pamphlet 58 pp., \$1. These are the first two in a series of booklets on activities for elementary school science, "science work that children can try out, feel, see, touch." The booklets are intended for use as a teacher reference in connection with other teaching materials. They provide complete directions for well-tested activities but no background material on concepts or suggestions for guiding the learning. In the foreword the authors stress the value of helping children develop their own experiments to test their own science ideas. The activities are offered not as patterns to follow but as sources of practical help to the teacher as he assists children in working out their ideas.—H.C.W.

FRONTIERS OF ELEMENTARY EDUCATION IV. Proceedings of the Fourth Annual Conference on Elementary Education, Syracuse University. Compiled and edited by Vincent J. Glennon. Syracuse, N. Y.: Syracuse University Press, 1957. Pp. 99.

\$1.75. Ten educational leaders contributed to this collection of published lectures, each writing on some aspect of elementary education which he considers one of the important frontiers today. Teaching children to think is discussed by Roma Gans, who emphasizes critical, straight thinking, and by James A.

Smith, who looks at creative thinking. The importance of working for lay understanding of modern developments in education is stressed by Laura Zirbes as she analyzes our urgent needs to move ahead in a moving world. Involving the lay community in curriculum development is Walter Crewson's subject. Other lectures are concerned with trends and developments in teacher education, special education and television. This stimulating exploration of new ideas challenges us to face directly some of the important issues on the educational frontiers.—H.C.W.

YOUR CHILD'S EMOTIONAL HEALTH. By Anna M. Wolf. Public Affairs Pamphlet No. 264. New York: Public Affairs Committee, 22 E. 38th St., 1958. Pp. 28. 25¢.

Teachers who help parents plan child-study group meetings may want to suggest this pamphlet as a basis for discussion. Parents will appreciate its reassuring tone, readability and practical suggestions. It contains five sections: (1) The Early Foundations, (2) Roadblocks to Development, (3) Family Crises, (4) The Child and the Outside World, (5) Professional Counselling.

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Sections two and four are particularly provocative for discussion, including suggestions on how to deal with the over-aggressive and the under-aggressive child; anxieties and fears; school success and failure; amount of pressure that should be exerted on a child. Of particular value to interested parents will be the suggestions on how to help a child face divorce, death in the family or financial reverses. Of interest to all is the list of conditions which indicate that professional counselling is needed.—Reviewed by MARY ALBERTA CHOATE, assistant professor of education, University of Oregon.

A DAY CAMP DIRECTOR SPEAKS. *New York: Dept. of Health, 125 Worth St., 1958. Pp. 69. Free.* This guide to the operation of day camps and play groups is a valuable new resource for schools initiating a summer program of day camping. It takes the director through the processes of budgeting, selecting a staff and camp site, training the staff, making the program, arranging for health services and feeding the children. It makes suggestions concerning relationships to parents and related agencies and considers

important factors in evaluating the program.

The appendix would also be useful to teachers. Included are rules and regulations of city agencies with which the schools will deal; sample forms for health records; an annotated bibliography of books and articles on games, crafts, dramatics, nature study, trips, music, camp standards and child development.—M.A.C.

SPEECH CORRECTIONISTS: THE COMPETENCIES THEY NEED FOR THE WORK THEY DO. *Office of Education Bulletin No. 19. Washington, D. C.: U. S. Dept. of Health, Education and Welfare, 1957. Pp. 77. 45¢.* What are the competencies needed by speech correctionists? Speech correction teachers highlight these: ability to organize and carry on a speech correction program as a part of the total school activity; extensive technical knowledge about speech disorders and personality development; an understanding of the philosophy and program of present-day education and techniques of individual and group instruction; ability to work with community, family and school as a member of the team. Present programs of professional training, the specialists suggest, may need to be broadened, intensified and strengthened if their graduates are to attain the standards of competence set forth in this study.

This is the latest report in the broad study of qualifications and preparation of teachers of exceptional children made by the Office of Education. It will be of interest to young people anticipating speech correction as a career, to school administrators, and to those concerned with the professional training of speech correctionists.—M.A.C.

LOCAL SCHOOL CONSTRUCTION PROGRAMS. *By N. E. Viles. Bulletin No. 20. Washington, D. C.: U. S. Dept. of Health, Education and Welfare, 1957. Pp. 80. 55¢.* Included are recommendations on school-plant construction programs prepared for the use of administrators, board members, and other local officials with limited experience in this area. Since local school-district officials are now participating in the largest school-building program in history, this is a timely help for the many persons carrying responsibility in this area. Reviewed by MARTHA FOX, principal, Cram Elementary School, East Highlands, Calif.

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Over the Editor's Desk

Dear Readers:

When asked what came to mind first when they thought of Christmas, several educators from various geographical areas gave a variety of responses. However, the thread that holds them together is childhood—their own or others.

Phyllis Fenner, a former school librarian, whom many children remember for the stories she told them or the encouragement and guidance she gave them in writing stories, but whom you may know because of her book, *The Proof of the Pudding*, has memories of her own childhood. She writes: "When I just think back to a picture of my childhood and Christmas, I immediately see that Butler Brothers catalog. It was a wholesale catalog which my father got at his general store. For weeks, we children studied the pink pages—the toy pages. My little brother would pick out the things he wanted Santa to bring: a fireman's suit, a tent, an air rifle. And by golly, Santa always brought them! The same was true of the rest of the family, but I suppose I remember my brother's reactions best.

"But another picture never fails me. There was a heat register in the floor of my bedroom. The strangest noises came up through it on Christmas Eve! I spent long stretches of time on my stomach on the drafty floor trying to see Santa Claus through the register.

"I remember one particular Christmas Eve there were unusual noises. I could get just an 8"x10" view of the floor below. Into the range of my vision every few seconds would come a little automobile with two sailor dolls sitting in it. It was an old-fashioned car with a rod for a steering wheel. The wheels had rubber tires. It was wound up by a crank on the back. My father was playing with it and had set the wheels to make it go around in a circle. What a toy it was—and, of course, it came from Butler Brothers!"

Then there is Mary Harbage's memory of a certain Christmas long before she became editor of *Explorer*, *Scholastic Magazine*.

"One of my most precious gifts came to me the last year I taught a class of six-year-olds. Marty danced her way through the first few months of school. Eager and restless, she truly seemed to be everywhere at once. Sedate walking was not to be considered if she could skip. She didn't ever seem to stand still—she was always poised for the next thing, ready to take off in swift and sudden flight.

"December came at last. By the time the presents for Mother and Father were made and wrapped, the first grade was brimming over with excitement. Finally the Christmas tree was decorated. The time had come to turn on the tree's lights. In that moment of sudden glory Marty stood in front of the tree—as one transfixed. Carefully she cupped her hands and walked slowly toward it. After a minute or two of complete silence, she turned and whispered, 'I've been holding a pink light in my hands!'"

Virginia M. Reid, supervisor, Elementary School Education, Oakland Public Schools, California, writes: "Each year I renew my Christmas glow during the pre-Christmas festivities in the many classes that I'm privileged to share with their teachers. Sometimes it's a humorous quote from a child a bit mixed up in his vocabulary—one whose favorite carol is 'While shepherds washed their socks' or a misconception such as held by the child who said that Jesus had been born at Bethlehem Steel.

"Sometimes it's helping to place the spotlight on the manger or piling enough costume jewelry on the turbans so that the bathrobes on the wisemen won't be noticed.

"Always it is the delight in hearing or reading children's thoughts about this season. Last year I recall vividly such an occasion.

"Mrs. Angeline Pope, in an attempt to draw children away from the commercialism of Christmas, led her fourth graders in a discussion of 'The Shape of Christmas.' Children of both Jewish and Christian families responded eagerly.

"Christmas is round—wreaths, ornaments, snowmen, halos, a circle including everyone, dredels, plum pudding, lakes
Christmas is square—houses, churches, fireplaces, menorah, packages
Christmas is triangular—trees, Hanukkah, candles, church steeples, star of David
Christmas is rectangular—sleds, packages, music boxes."

As the Yuletide approaches, it will evoke your own images of Christmas—each a result of your experiences.

May the Christmas season bring you joy!

Sincerely,

Margaret Rasmussen

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 children of
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 ing well that in their
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—From "For All Children the Teachers Speak," by AGNES SNYDER, CHILDHOOD EDUCATION, October 1958.

NEXT MONTH

Conserving Resources

Richard L. Neuberger, United States Senator, Oregon, heads the list of authors for January by writing the editorial, "Our Resources—Human and Natural."

In an article, "Conservation as Behavior," Leonard Hall, author and livestock farmer, Caledonia, Missouri, asks how the balance between man and his environment can be re-stabilized to insure continued existence of mankind. He asserts that respect and regard for life and land must be instilled into each child.

James L. Bailey, Educational Service, Tennessee Department of Conservation, Nashville, and Bessie Huffman, teacher, Oak Ridge City Schools, Tennessee, follow up Leonard Hall's concern for the imbalance between man and his environment with examples of how children can be taught conservation through *doing* something about it.

In "Resources in Children," Monroe D. Cohen, Queens College, Flushing, New York, makes suggestions for developing every child as a specialist.

Emma K. Plank, Child Life and Education Program, Cuyahoga Hospital, Cleveland, Ohio, collaborates with Marlene M. Archer and Bliss R. Crocker (of the same hospital staff) in giving examples of children "Living and Learning in a Hospital."

"Concerns for Children Are World Wide . . . in an International Camp" is written by Jon Swan, Switzerland, a board member of Luethi-Peterson Camps.

